
EL-MOASSER
بتصريح وتحت إشراف
وزارة التربية والتعليم والتعليم الفني
MINISTRY OF EDUCATION AND TECHNICAL EDUCATION
GPS
Interactive E-learning Application
2025
3rd PRIMARY
SECOND TERM
MULTIDISCIPLINARY
DISCOVER
By A Group of Supervisors

CONTENTS

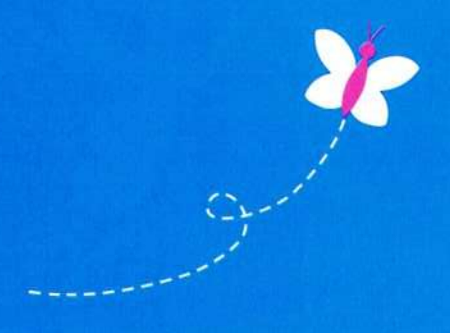
THEME 3 | How The World Works – Origins

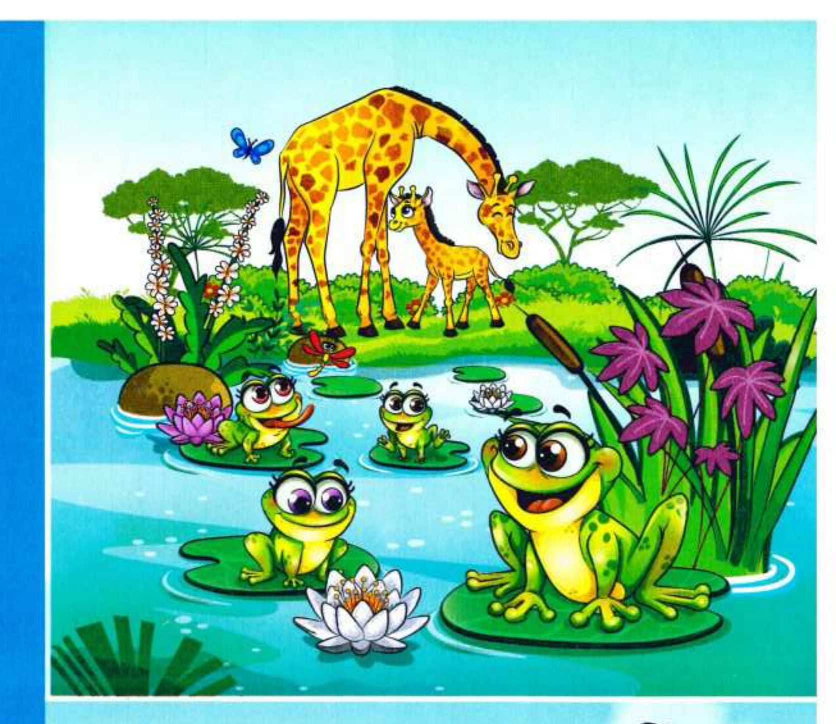
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THEME 3

How The World Works. Origins









CHAPTER ONE

Patterns Of Changes

Learning outcomes

By the end of this chapter, your child will be able to :

- Define origin.
- Compare parents and their offspring.
- Describe inherited traits.
- Identify inherited characteristics in animals and plants.
- Explain how inherited traits affect an animal's appearance and survival.
- Explain how animals adapt to an environment.
- Explain the purpose of camouflage.
- Simulate various bird beaks competing for different foods.

Key vocabulary

- Origin
- Offspring
- Blubber
- Timeline
- Adaptation
- Beak
- Inherited
- Camouflage

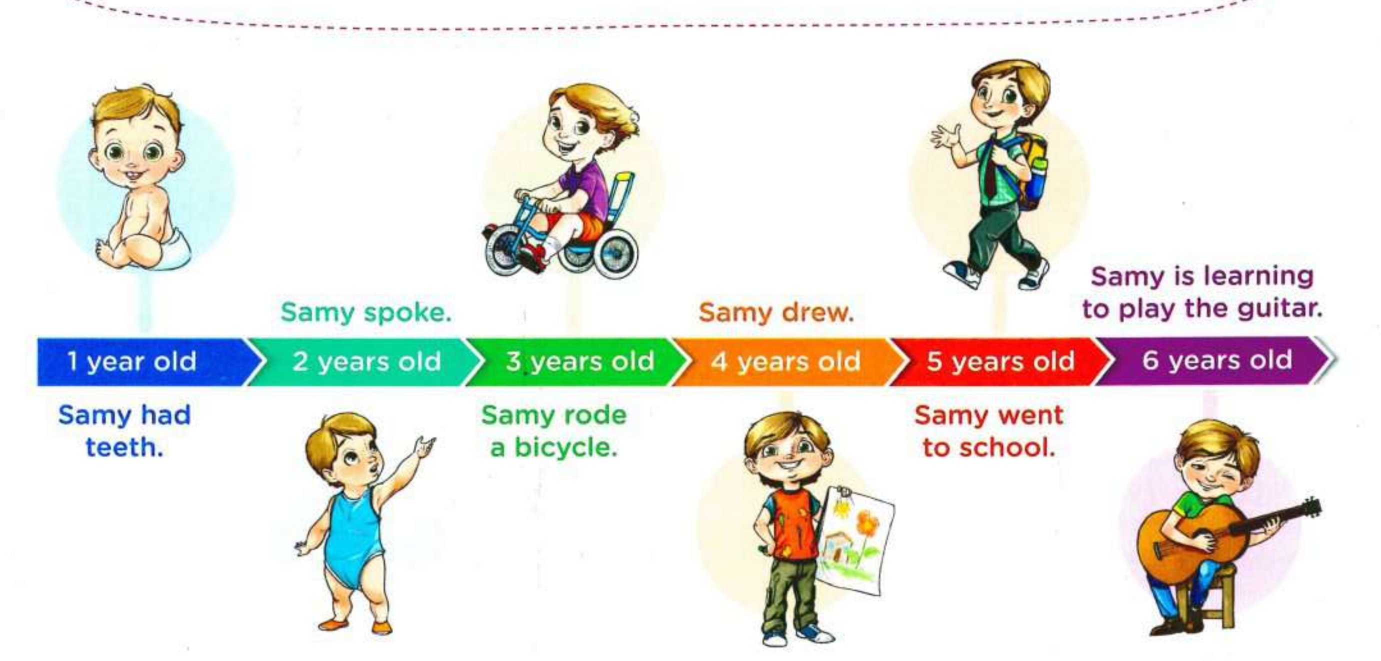


A Litter of Kitten

Activity 1 Read the following paragraph, then answer the questions.

The word **"Origin"** is used to describe the source or cause of something. As the parents are the origin of many traits we have such as eye color, hair color, skin color..., etc.

Sometimes we use the **"Timeline"** to see changes or events of something, as the timeline shows important events in order over a period of time. The following timeline shows events of a-**6-year** old child called Samy :



• Put ✓ or ✗ :

1. The origin is the source or cause of something. ( )
2. The timeline shows important events in order over a period of time. ( )

Notes for parents

- Discuss the meaning of "Origin" and "Timeline" with your child.
- **Integration of subjects :** English (reading) – Math (timeline).
- **Life skills :** Verbal communication – Observation – Identify topic-related information.

Activity 2 Read the dialogue, then classify the traits in the table below.

Teacher : Have you ever asked yourself how babies look like their parents ? When new living organisms are born, they are called offspring. Each living organism has traits which form its characteristics that make each organism look and behave the way it does. Do we get all traits from parents ?



Student : No, I don't think so.

Teacher : That's right. Some traits or characteristics are passed from parents to their babies or offspring and we call these traits "**Inherited traits**", while some traits are not passed from parents, but babies learn and develop some of them as they grow and live in their surrounding or throughout their life and we call these traits "**Not inherited traits**".
The inherited traits are like eye color, skin color, fur color, ... , etc.

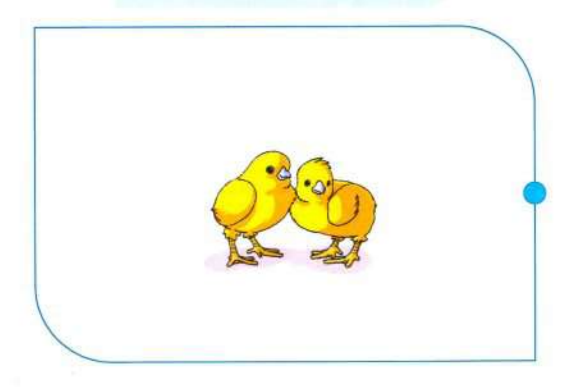
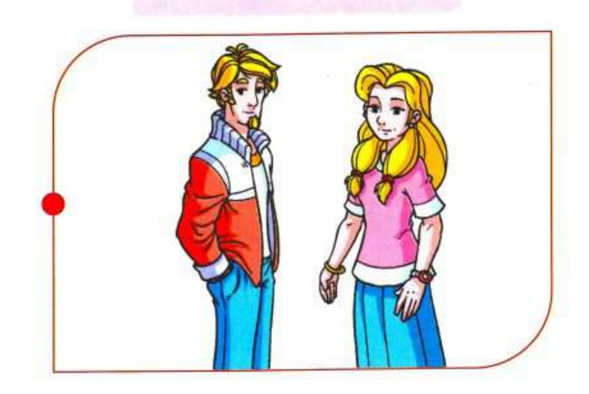
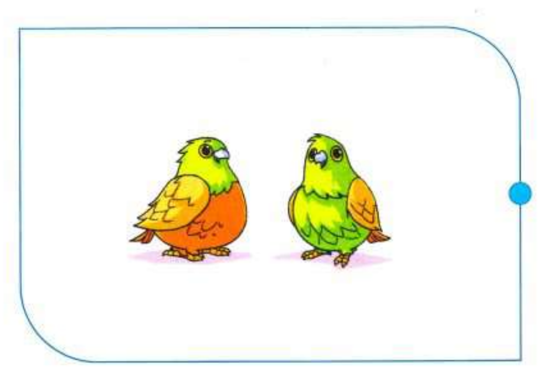
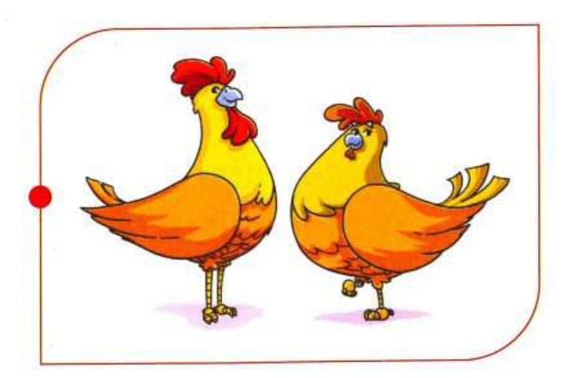
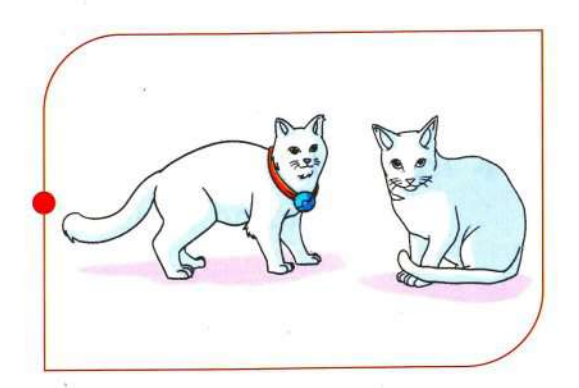
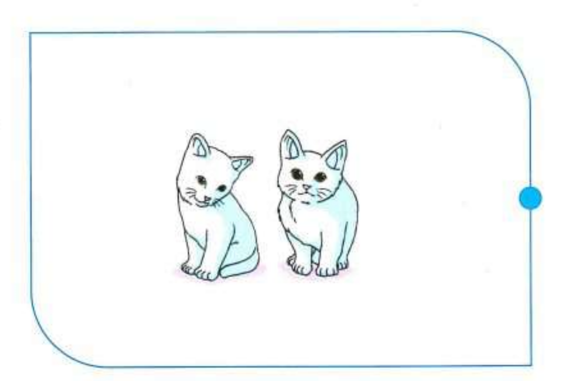
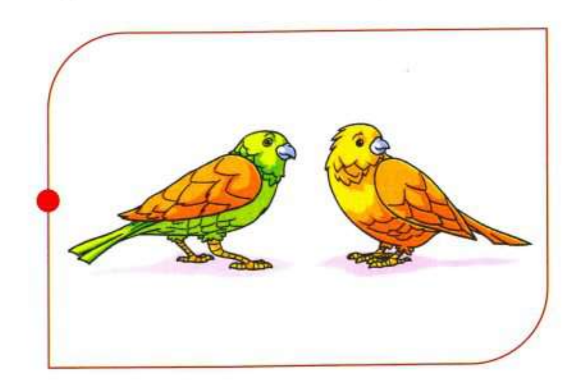
Traits : Hair color – Reading – Mouth shape – Writing – Nose shape – Riding a bicycle.





- Help your child to differentiate between inherited traits and other traits that are not inherited.
- Help your child to notice that inherited traits are like hair color, nose shape and mouth shape.
- Tell your child that inherited traits and not inherited traits are found in humans, animals and plants.
- **Integration of subjects :** English (reading and writing) – Science (inherited traits).
- **Life skills :** Verbal communication – Collecting data – Classification – Identify topic-related information.

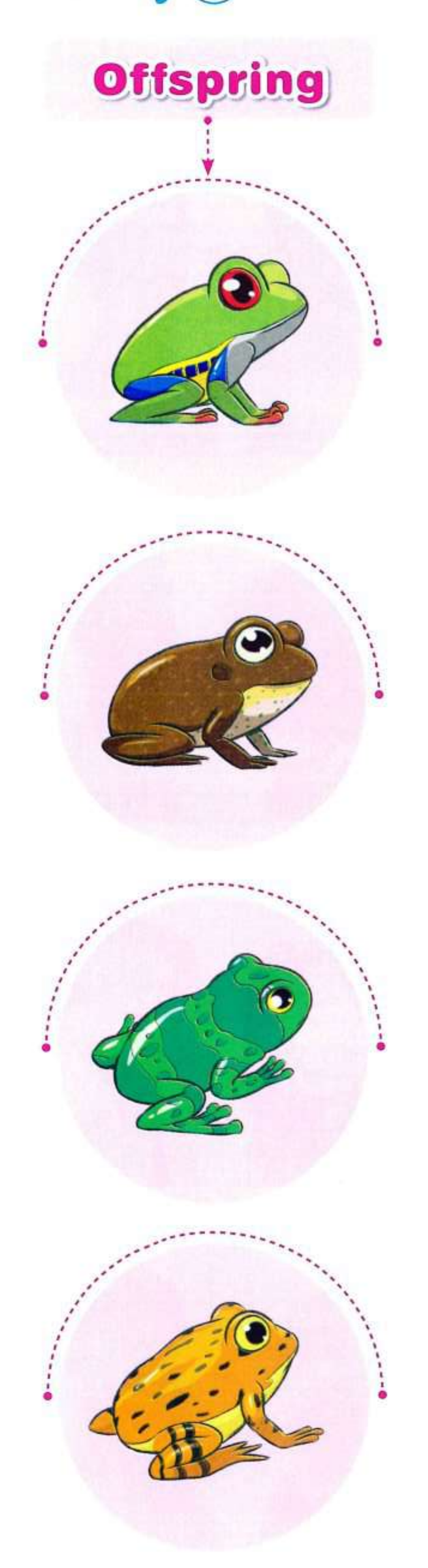
Activity 3 Match each offspring to the appropriate parents.

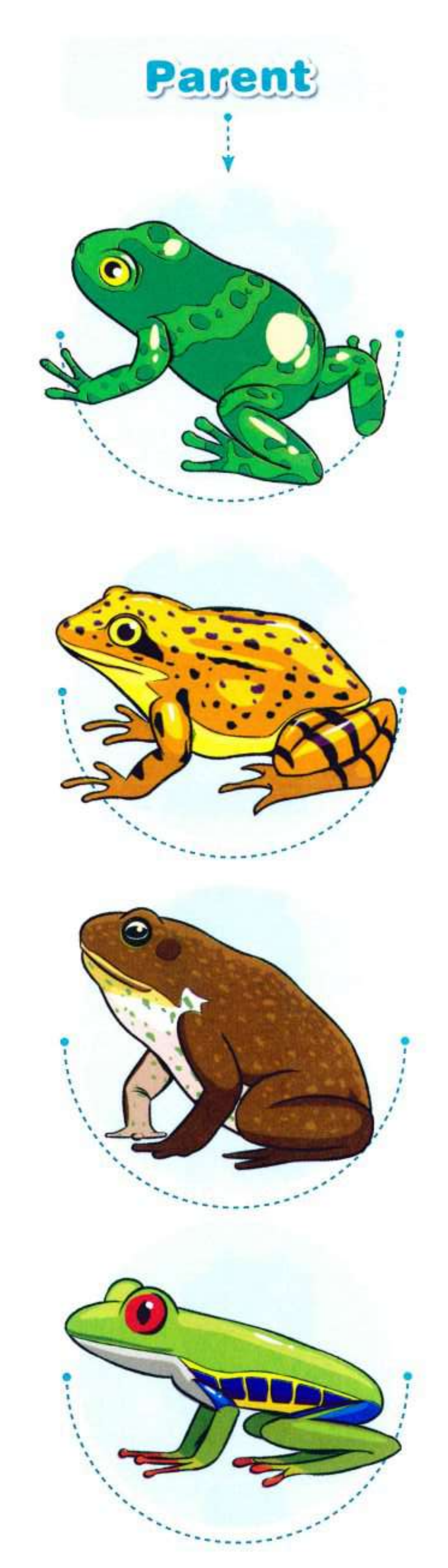
Offspring	Parents
	
	
	
	

Notes for parents

- Help your child to tell you how he/she knows the parents of each offspring.
- Help your child to notice that inherited traits are the cause of the physical similarities between the parents and their offsprings.
- **Integration of subjects :** Science (inherited traits) – Economics and applied sciences (abilities associated with growth).
- **Life skills :** Identify topic-related information – Observation – Explain thinking processes.

Activity 4 Match each offspring to the appropriate parent.





- Help your child to notice that parents pass the inherited traits to their offspring, so the offspring look like the parents.
- **Integration of subjects :** Science (inherited traits) – Economics and applied sciences (abilities associated with growth).
- **Life skills :** Identify topic-related information – Explain thinking processes – Observation.

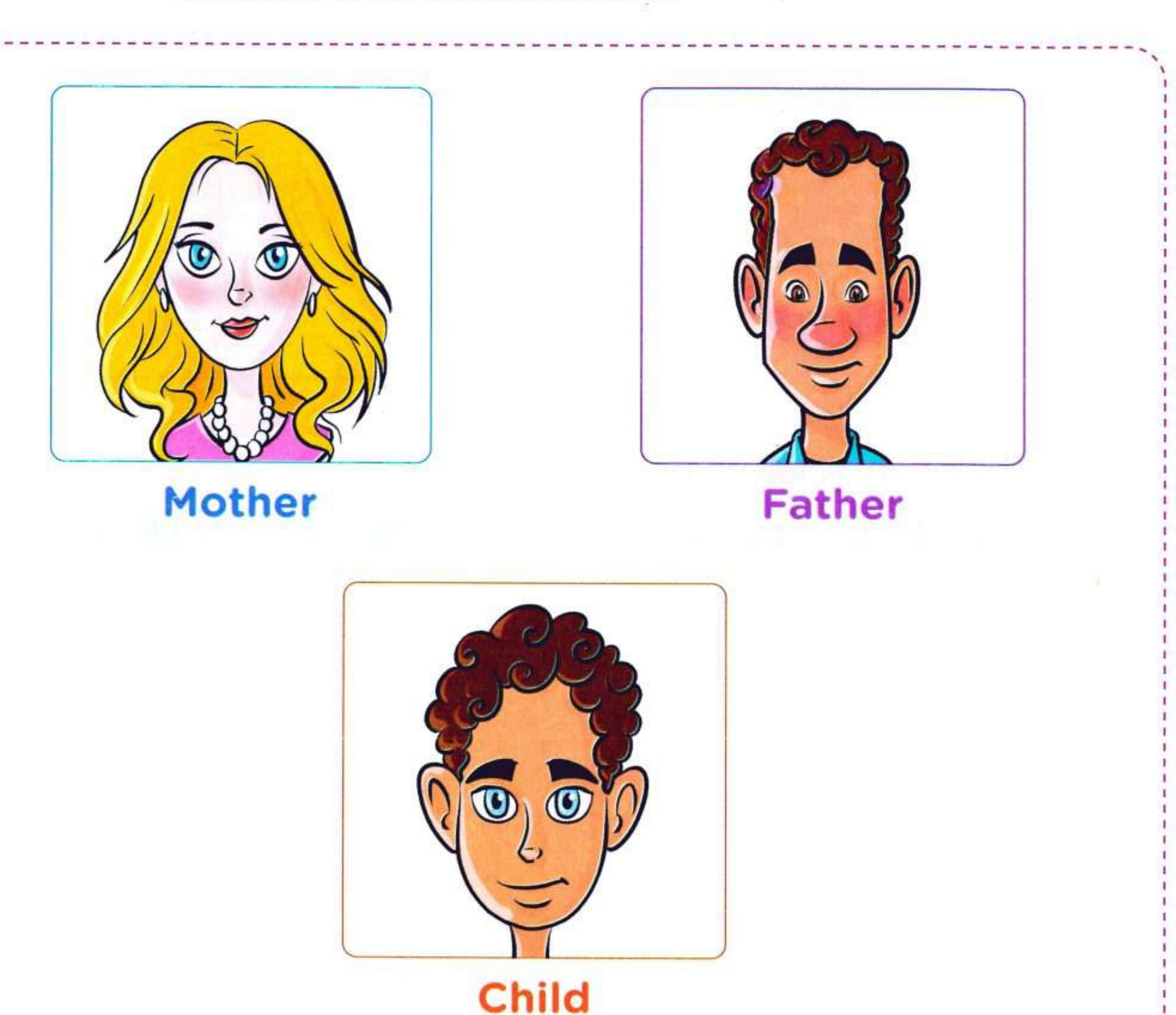
Activity 5 Match each child to the right parents.

Children	Parents
	
	
	
	

Notes for parents

- Help your child to notice the parents of each child.
- Have a discussion with your child about the cause of the physical similarities between parents and children due to the inherited traits.
- **Integration of subjects :** Science (inherited traits) – Economics and applied sciences (abilities associated with growth).
- **Life skills :** Respect diversity – Explain thinking processes.

Activity 6 Look at the pictures below, then write father or mother to complete the sentences below.



- The child has the same skin color as his ....
- The child has the same eye color as his ....
- The child's nose has the same shape as his ....
- The child has the same hair color as his ....

- Help your child to notice the traits that are passed to the child from his parents.
- **Integration of subjects :** English (reading and writing) – Science (inherited traits).
- **Life skills :** Explain thinking processes – Provide effective feedback – Verbal communication.



1. Parents And Offspring

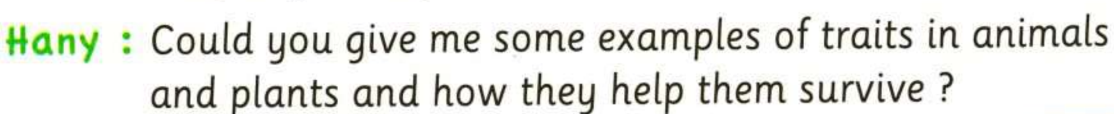
Activity **Read the following dialogue, then answer the questions.**

Hany : Hi Ramy. What are you doing ?

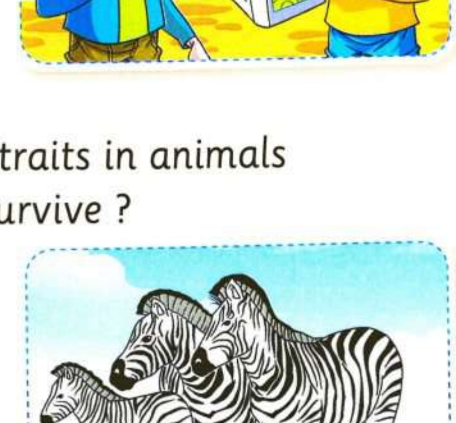
Ramy : Hi Hany. I am reading a book about animals and plants and how they survive.

Hany : How do animals survive ?

Ramy : Parents pass on traits to their offspring to help them survive.



Hany : Could you give me some examples of traits in animals and plants and how they help them survive ?



Ramy : Yes, I could.

Zebras have stripes on their bodies, these stripes are inherited traits. The stripes confuse some bugs' eyesight and avoid being bitten and getting sick.
So, stripes help the zebras survive.



Cactus has thorns to help cactus not to be eaten by animals.

• Put ✓ or ✗ :

1. The traits that help animals and plants to survive are passed to the offspring from mothers only. ( )
2. The stripes of zebras help them to eat. ( )
3. Cactus plants have thorns to protect them from animals. ( )

Notes for parents

- Help your child to notice that parents pass on traits to offspring and help them to survive.
- **Integration of subjects :** English (reading) – Science (inherited traits).
- **Life skills :** Explain thinking processes – Verbal communication – Realize relationships – Observation.

2. Help Me Survive

Activity 1 **Match each trait to the animal that helps it to survive.**

Animals	Traits
 Giraffe	The shell protects it against its enemies.
 Rabbit	The tall neck helps it to reach the leaves of tall trees for feeding.
 Turtle	The spines protect it against its enemies.
 Hedgehog	The large ears help it to hear and avoid any danger.

- Help your child to notice that parents pass on some traits to offspring that help them to survive.
- **Integration of subjects :** English (reading) – Science (inherited traits).
- **Life skills :** Explain thinking processes – Identify topic-related information.

Activity 2 Use the Internet to write about the traits that help the two animals below to survive, then search for a third animal and its trait.

Animal	Traits
Hawk	Trait : .... Importance of trait : ....
Tiger	Trait : .... Importance of trait : ....
Stick animal photo	Trait : .... Importance of trait : ....

Notes for parents

- Help your child to search for other animals and how traits help them to survive.
- **Integration of subjects :** Science (inherited traits) – English (writing).
- **Life skills :** Verbal communication – Provide effective feedback – Explain thinking processes.



All about Blubber

Activity **Read the following paragraph, then answer the questions in the next page.**

Animals and plants are not like humans in adaptation as the adaptation of animals is a slow process that may take hundreds or thousands of years.



Humans adapt to their environment faster than animals and plants because humans do not depend on adaptation of their traits only but they can also change their surrounding environment.

In the Arctic zone, the weather is very cold and many animals live there. Animals in the Arctic zone cannot wear heavy clothes to protect themselves from the very cold weather but they depend on the traits they have to avoid the coldness in the Arctic zone.
For example, thick white fur is an example of traits that help the polar bear to survive. Moreover, the polar bear has layers of fat and blubber to keep it warm. **The blubber is thick fat with many blood vessels**.

The white fur helps the polar bear to blend in with the white color of the snow so, it can hide and easily catch its prey. Arctic animals may have other ways of adaptation. For example, some animals can vibrate their bodies to keep their muscles warm. Some Arctic birds fluff their feathers to trap warm air near their bodies.

- Have a discussion with your child about the importance of the traits of animals that live in the Arctic.
- **Integration of subjects :** Science (adaptation in animals) – English (reading).
- **Life skills :** Collect problem-related data – Verbal communication – Realize relationships.

• Put ✓ or ✗ :

1. Animals adapt faster than humans. ( )
2. Arctic animals wear clothes to feel warm. ( )
3. The polar bear has blubber that helps it keep warm. ( )
4. Humans depend on their traits to adapt the surrounding environment. ( )
5. Arctic birds may fluff their feathers to trap warm air near their bodies. ( )

• Choose :

1. Arctic zone is a habitat in which animals adapt to ....

   (the cold weather - the hot weather - the sunny weather)

2. Arctic animals have many adaptations to keep warm such as ....

   (fluffing their feathers - having blubber - all the previous answers)

3. The white fur helps the polar bear to blend in with the white color of the snow to ....

   (feel cold - easily catch its prey - keep its body cool)

4. Some arctic animals may vibrate their bodies to ....

   (keep their body warm - catch their preys - blend in with the snow)



Notes for parents

- Have a discussion with your child about other traits in animals in different habitats and what help them to survive.



Can You See Me ?

Activity 1 Read the following paragraph, then answer the questions.



There are many things that help animals to survive such as camouflage.

Camouflage : is the act of blending into the environment through the use of colors or patterns.

Camouflage can help protect an animal from its predators (enemies) or help an animal sneak up on and catch its prey.

The polar bear has a white fur that helps it blend into snow as it sneaks up on its prey.



The stick insect has a sticky shape that helps it blend in with the sticks of the plants to be protected from its enemies.



- **What does camouflage mean ?**

....

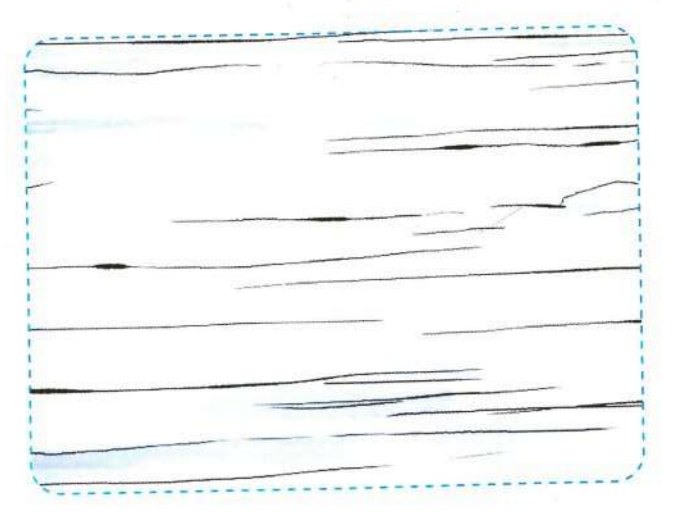
....

- Discuss the meaning of camouflage with your child.
- Have a discussion with your child about other examples of camouflage in your environment.
- **Integration of subjects :** Science (camouflage) – English (reading and writing).
- **Life skills :** Provide effective feedback – Verbal communication – Collecting data.

Activity 2 **Stick each animal in the suitable environment where it can camouflage on it (stick the stickers on the pictures).**







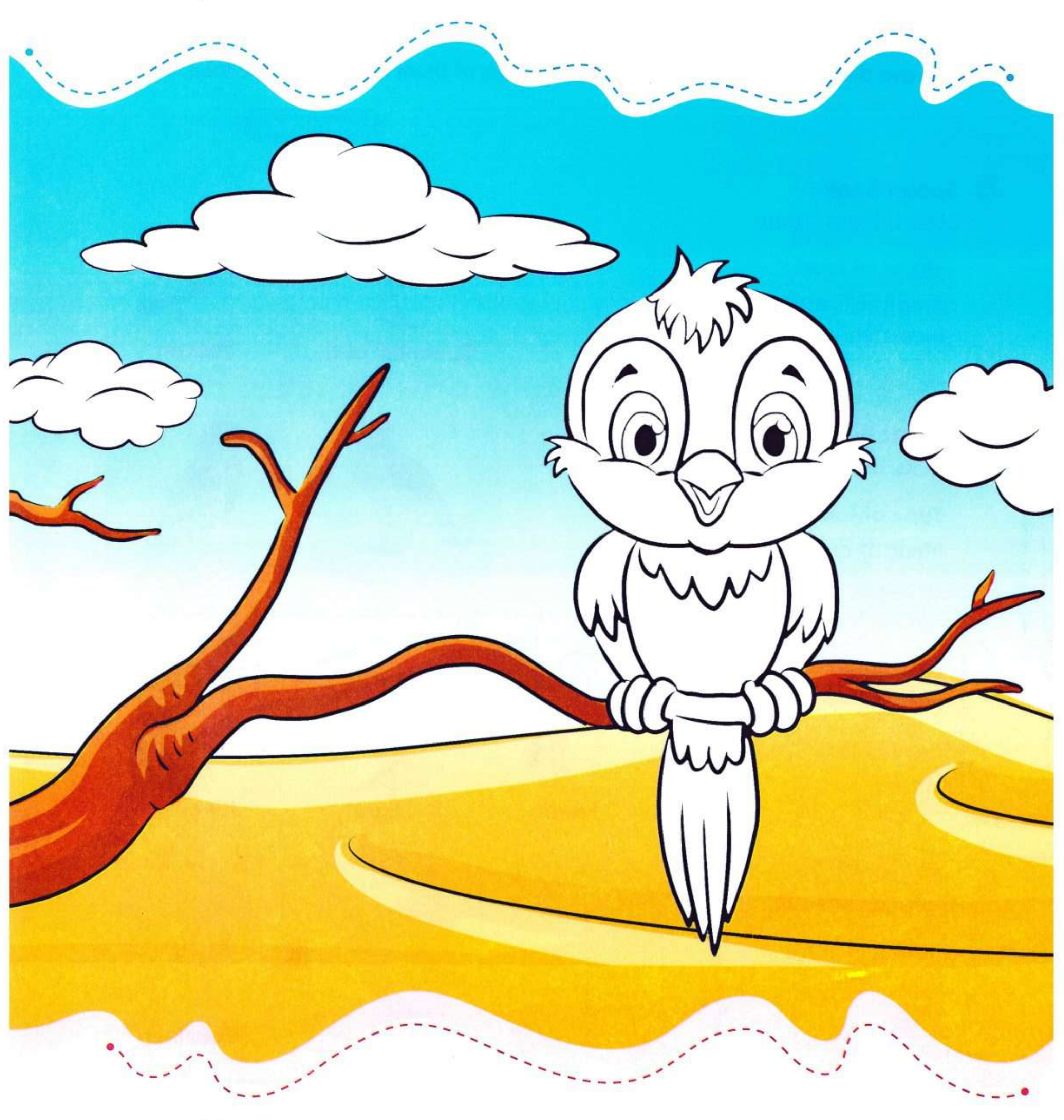




Notes for parents

- Help your child to choose the suitable environment for each animal.
- **Integration of subjects :** Science (camouflage) – Social studies (understanding the world from a spatial perspective).
- **Life skills :** Identify results and expected results – Explain thinking processes – Observation.

Activity 3 Design a camouflage to help the bird blend in this environment.



- Help your child to choose the suitable colors to design the camouflage.
- **Integration of subjects :** Science (camouflage) – Art (coloring).
- **Life skills :** Collect problem-related data – Effective management and organization of tasks – Observation.

Lesson 5 Beaks

Activity 1 Read and learn.

Birds have different shapes of beaks to help each of them eat its suitable food, such as :

Examples:

Spoon Beak :
Looks like a spoon.

Types of food :
Small fish and small plants in water.


Spoonbill bird


Pelican

Scissor Beak :
Looks like scissors.

Type of food :
Meat of animals.


Eagle


Owl

Tweezer Beak :
Looks like a tweezer.

Types of food :
Fish and insects.


Heron


Egret


Kingfisher

Clothespin Beak :
Looks like a clothespin.

Type of food :
Seeds.


Wren


Goldfinch

Notes for parents

- Tell your child that all birds have only one beak, but they differ in shape adapted to different feeding methods.
- Help your child to mention other examples of birds of each type of beak.
- **Integration of subjects :** Science (beaks of birds) – English (reading).
- **Life skills :** Identify results and expected results – Identify subject-related information – Collecting data.

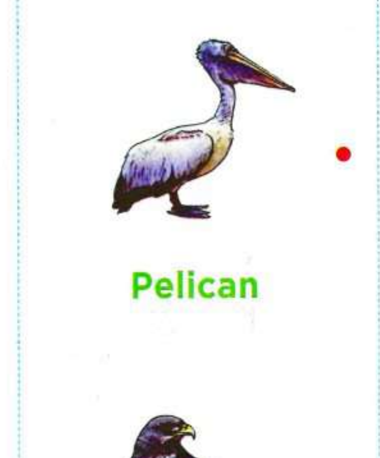
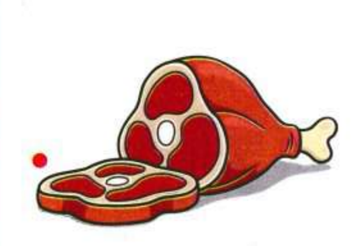
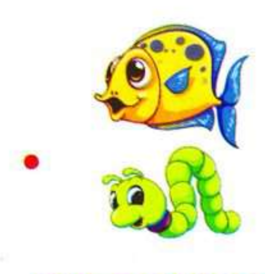
Activity 2 Match each bird to what its beak looks like.

Bird	What beak looks like
Pelican	Tweezer
Eagle	Clothespin
Kingfisher	Scissor
Wren	Spoon

- Help your child to differentiate between different types of beaks.
- **Integration of subjects :** Science (beaks) – English (reading).
- **Life skills :** Identify results and expected results – Provide effective feedback.

Activity 3 Match each bird to its suitable food.



Bird	Food
 Pelican	 Meat of animals
Eagle	 Small fish and small plants
 Kingfisher	 Seeds
 Wren	 Fish and insects

Notes for parents

- Have a discussion with your child about the reason for the variation in beak shape and size that mostly has to do with the food and habitat.
- **Integration of subjects :** Science (beaks) – English (reading).
- **Life skills :** Realize relationships – Differentiation.

In the Assessment Book :
Try to answer :
Self-Assessments (1) & (2)

I Have Learned That

Traits are characteristics that make an organism look and behave the way it does.

Inherited traits are passed from parents to their babies or offspring.
For example : Hair color, eye color, fur color.





Some inherited traits help living organisms to survive.

Animals depend on their traits to survive in their habitat, such as the blubber in the polar bear.



Camouflage is the act of blending into the environment through the use of colors or patterns.



Birds differ in the shapes of their beaks according to the food they eat.



Pelican



Eagle

CHAPTER TWO

A New Look To Ancient Art

Learning outcomes

By the end of this chapter, your child will be able to :

- Compare character actions and feelings in a story.
- Identify examples of art in the contemporary world.
- Observe examples of art in ancient Egypt.
- Sequence artwork in order from oldest to most recent.
- Explore gradients of color (such as from dark to light).
- Use geometric shapes in original artwork.
- Identify various natural, raw materials used in making clothing.
- Compare clothing worn in different regions and climates of the world.
- Compare and contrast sculptures from ancient Egypt and modern day.
- Analyze ancient paintings to interpret subjects and events.
- Create dialogue to reveal the plot of the story depicted in art.

Key vocabulary

- Origin
- Sculpture
- Gradient
- Dialogue
- Raw materials
- Props

Lesson 1 At The National Museum

Activity **Look at the pictures and read the following short dialogues, then answer the questions below.**



Ali : It is the sculpture of Tutankhamun.

Maha : Wow, it is so amazing.



Ali : What is that ?

Maha : I don't know.



Ali : I am afraid.

Maha : It is scary.



Ali : Wow, it is so colorful.

Maha : So beautiful.

• Put ✓ or ✗ :

1. Ali and Maha feel afraid of the royal crown. ( )
2. Maha is amazed by the sculpture of king Tutankhamun. ( )
3. Ali and Maha feel happy with the pharaonic mummy. ( )
4. Ali and Maha know what Rosetta Stone means. ( )

Notes for parents

- Help your child to read the dialogues and answer the questions.
- Help your child to collect some information about the historical items in the previous pictures, such as : Rosetta Stone is the stone that helped discover the Hieroglyphic language.
- **Integration of subjects :** English (reading) – Social studies (historical information).
- **Life skills :** Observation – Good listening – Setting clear goals – Collecting data.

Lesson **2**

When Was It Made ?

Activity 1 **Match each picture to its suitable information.**



Papyrus painting around 2000 B.C.E.



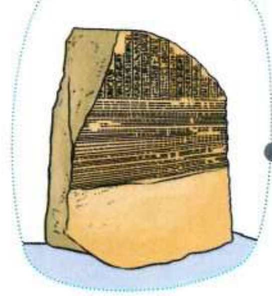
Baron's Palace 1911.



Colorful royal crown around 2500 B.C.E.



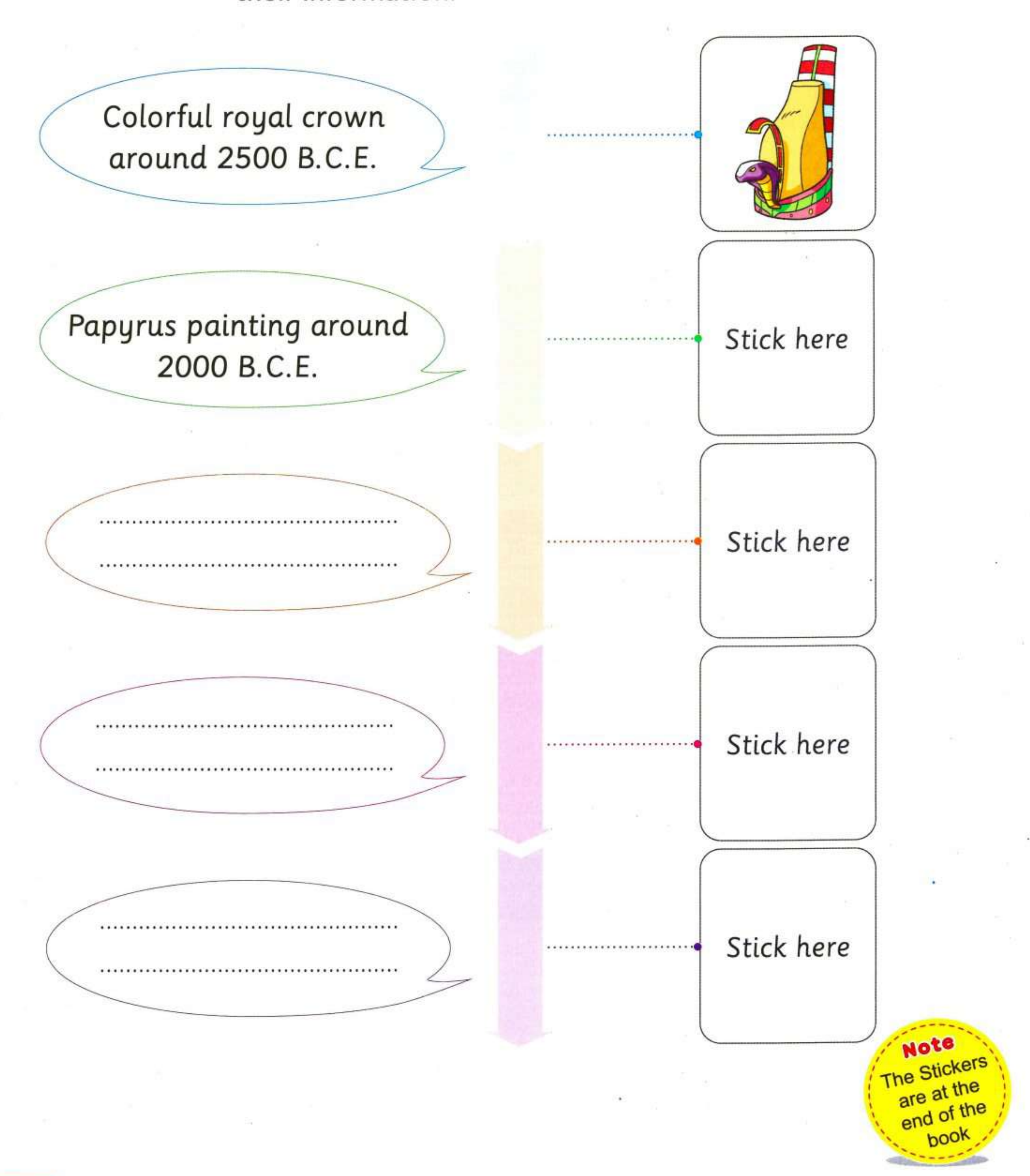
Rosetta Stone 196 B.C.E.



Lion sculpture 1933.

- Help your child to match each picture to its suitable information.
- Help your child to read the information.
- **Integration of subjects :** English (reading) – Social studies (historical information).
- **Life skills :** Observation – Good listening – Exchanging information – Collecting data.

Activity 2 **From the previous activity, arrange the artifact images from the oldest to the newest by using sticker pictures and write their information.**



Note
The Stickers are at the end of the book

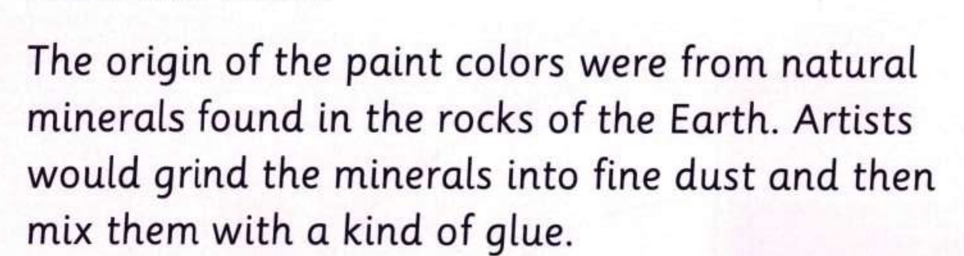
Notes for parents

- Help your child to arrange the images from the oldest to the newest according to the previous activity.
- **Integration of subjects :** English (reading and writing) – Social studies (historical information).
- **Life skills :** Observation – Good listening – Exchanging information – Setting clear goals.

Activity (3) Read the following paragraph, then answer the questions below, and find your answers in the letter box.

Colors were important to ancient Egyptians, as they used many colors in coloring the wall paintings, decorating the pharaonic crowns ... etc. They used six main colors; red, green, blue, yellow, black and white.





The origin of the paint colors were from natural minerals found in the rocks of the Earth. Artists would grind the minerals into fine dust and then mix them with a kind of glue.

• Complete :

1. The six main colors which were used by Ancient Egyptions are:

   1. .... 2. .... 3. ....

   4. .... 5. .... 6. ....

2. The origin of colors were from natural minerals found in the rocks of the ....

3. Artists would grind the minerals into fine .... and then mix them with a kind of ....

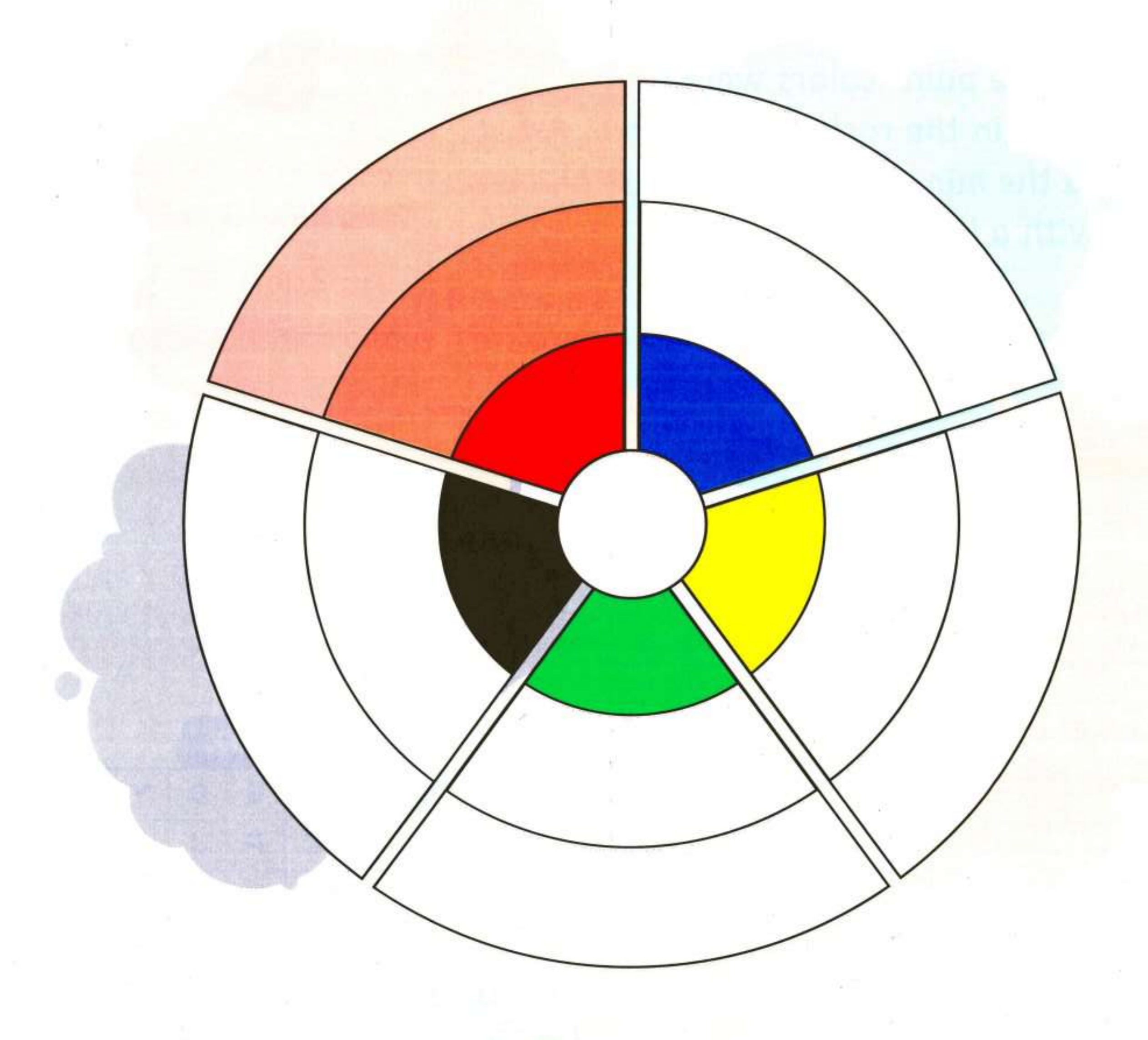
LETTER BOX

G	X	W	Z	R	E	D	Y	B
K	R	L	H	C	F	J	E	L
M	Q	E	Z	I	X	F	L	A
C	F	M	E	X	T	E	L	C
D	U	S	T	N	U	E	O	K
G	L	U	E	L	M	J	W	M
L	C	F	B	E	A	R	T	H

• Help your child to read the paragraph and find the answers in the letter box.
• **Integration of subjects :** English (reading) – Art (colors).
• **Life skills :** Collecting data – Review progress in realizing goals – Verbal communication.

Activity 4 Use color gradient as shown in the example.

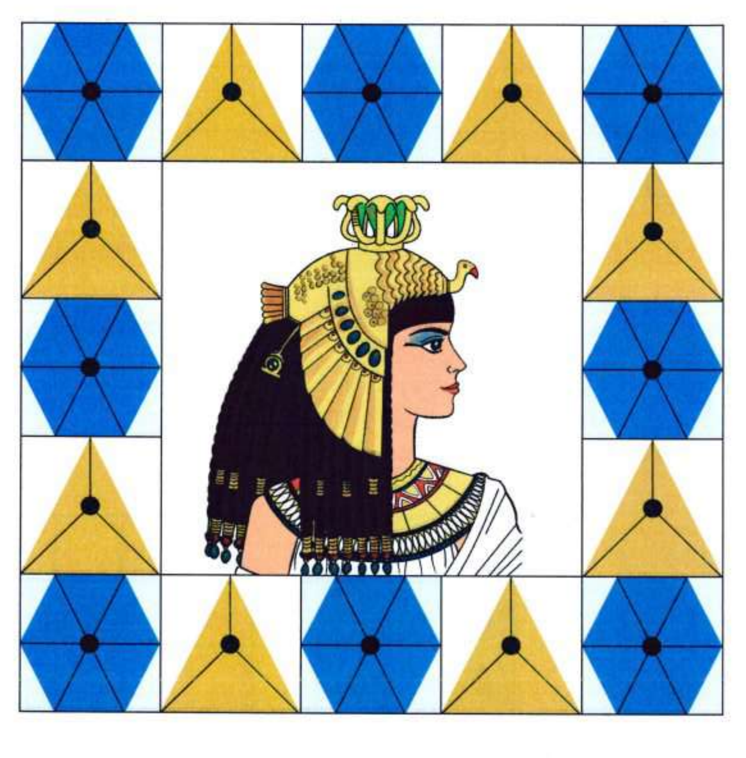
Gradient : It is the gradual blending from one color to another or from dark to light of the same color.

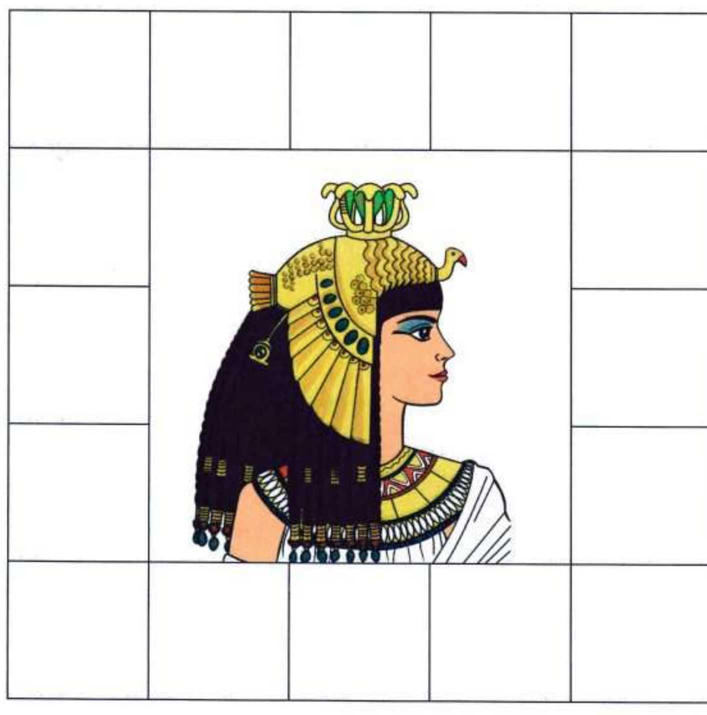


Notes for parents

- Tell your child that he/she can make a gradient color by pressing harder to make it looks darker and pressing lightly to make it looks lighter.
- **Integration of subjects :** English (reading) – Art (coloring).
- **Life skills :** Differentiation – Collecting data – Observation.

Activity (5) **Look at the following picture, then redraw the design of the pattern and Color it.**







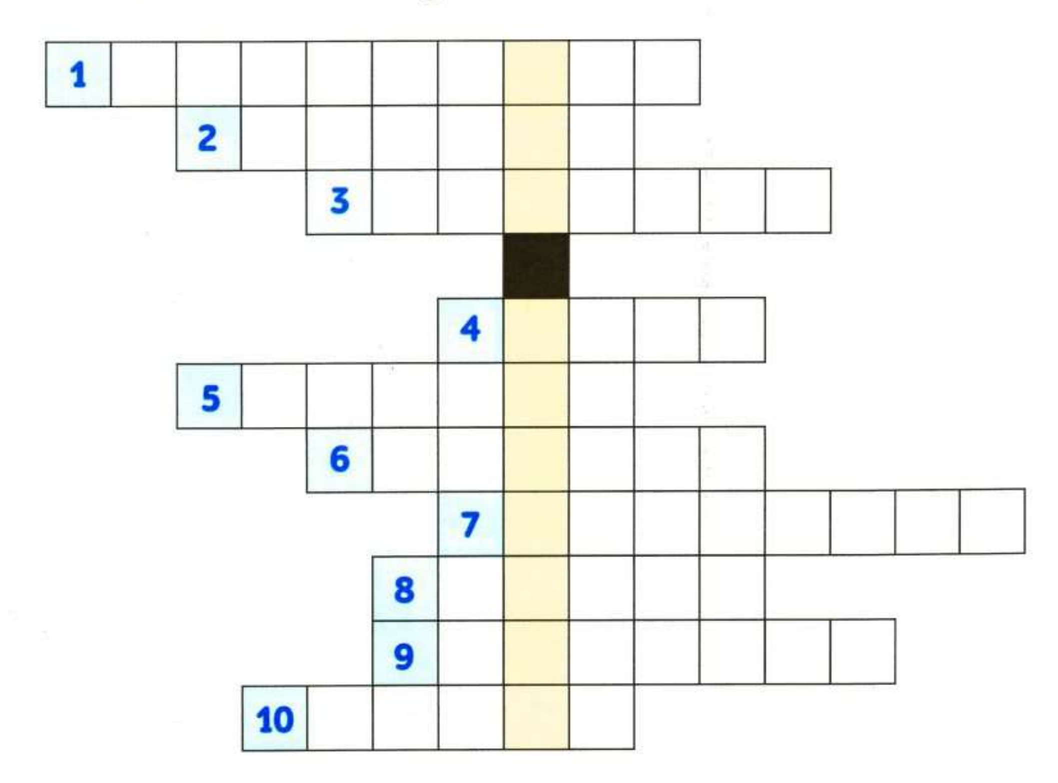
- Let your child draw the pattern in the previous picture.
- **Integration of subjects :** Math (using geometric shapes to draw) – Art (drawing and coloring).
- **Life skills :** Review progress in realizing goals – Observation.



Raw Materials

Activity 1

Write the names of geometric shapes and clothes in the suitable places according to their numbers to find the secret message.





Rectangle



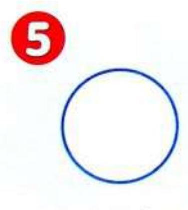
Jacket



Rhombus



Coat



Circle



Blouse



Triangle



Shirt



Hexagon



Dress

The secret message is : ....

Notes for parents

- Help your child to read and write the names of geometric shapes and clothes to know the secret message.
- Elicit geometric shapes from your child in each of the previous clothes.
- **Integration of subjects :** Math (names of geometric shapes) – English (writing and reading).
- **Life skills :** Verbal communication – Asking question – Collaboration – Observation.

Activity 2 Match each source of material to its finished product.



- Help your child to say the names of different materials to make clothes.
- Discuss the sources of raw materials in this activity with your child.
- **Integration of subjects :** Social studies (raw materials) – English (reading).
- **Life skills :** Review progress in realizing goals – Ask questions – Observation.

Activity 3 Classify the following clothes according to the cold climate and the hot climate.

Coat

Scarf

Slippers

Short

Hat

Ice cap

Gloves

Boots

T-shirt

Cold Climate	Hot Climate
....	....
....	....
....	....
....	....
....	....
....	....
....	....





Notes for parents

- Discuss the classification of clothes according to the climate with your child.
- **Integration of subjects :** Social studies (classification of clothes according to climate) – English (reading and writing).
- **Life skills :** Classification – Observation – Review progress in realizing goals.

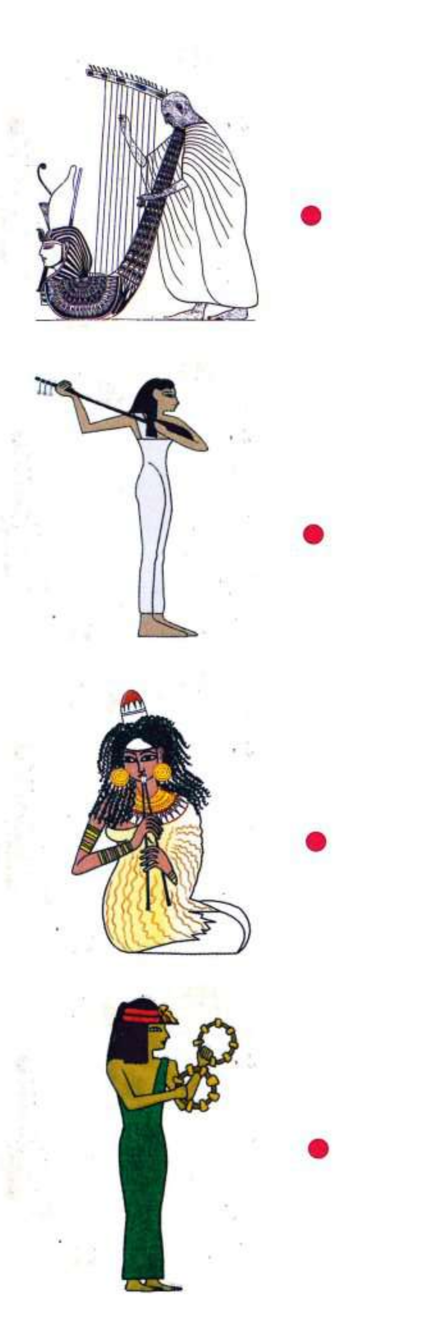


Origins Of Egyptian Music

Activity Match each pharaonic musical instrument to the similar modern musical instrument.

Pharaonic
Musical Instruments

Modern
Musical Instruments





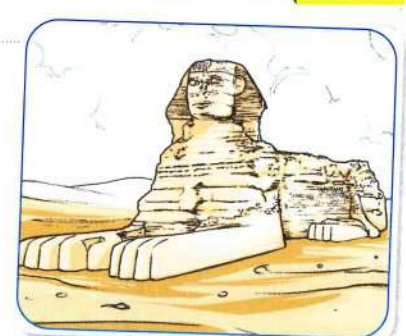
- Tell your child that Pharos played music at religious ceremonies, palaces, farms and even battlefields.
- Have a discussion with your child about how pharaonic musical instruments were similar to modern musical instruments.
- **Integration of subjects :** Music (pharaonic musical instruments) – English (reading).
- **Life skills :** Observation – Collecting data.

Lesson 5

Sculpture In Ancient Egypt

Activity 1 Read the following information about sculptures in ancient Egypt, then write about another one and stick its photo.





Name of sculpture : The Sphinx.
Its size : Very big.
Manufacturing material : Stone.
Description : It has a body of lion and a head of human.
Date of manufacture : Around 2500 B.C.E.



Name of sculpture : King Tutankhamun.
Its size : Medium.
Manufacturing material : Gold.
Description : The mask of the king Tutankhamun.
Date of manufacture : Around 1330 B.C.E.

Name of sculpture : ....
Its size : ....
Manufacturing material : ....
Description : ....
Date of manufacture : ....

Stick here the photo of the sculpture

Notes for parents

- Help your child to research and write information about a sculpture in ancient Egypt and stick its photo.
- Tell your child that there were different sizes of sculptures and they were made of natural materials such as wood, stone, clay, metals and plastic.
- **Integration of subjects :** Social studies (information about sculptures in ancient Egypt) – English (reading and writing) – Art (sculptures).
- **Life skills :** Collecting data – Good listening – Ask questions.

Activity 2 **Read the following information about modern sculptures, then write about another one and stick its photo.**



Name of sculpture : Naguib Mahfouz.

Manufacturing material : Bronze.

Date of manufacture : 2002.

Description : Writer and novelist Naguib Mahfouz.

Name of sculpture : Magdi Yacoub.

Manufacturing material : Clay.

Date of manufacture : 2018.

Description : Global heart surgeon.



Stick here the photo of the sculpture

Name of sculpture : ....

Manufacturing material: ....

Date of manufacture : ....

Description : ....

- Help your child to research and write information about a modern sculpture and stick its photo.
- Tell your child that there were different sizes of sculptures and they were made by natural materials such as wood, stone, clay, metals and plastic.
- **Integration of subjects :** Social studies (information about modern sculptures) – English (reading and writing) – Art (sculptures).
- **Life skills :** Collecting data – Good listening – Ask questions.

Lesson 6

Ancient Paintings

Activity **Look at the following ancient painting, then write a play about this painting, then draw the props of your play.**



Characters :

Farmers



Writer



Transporter



Setting:

The field in ancient Egypt.

Event :

Season of harvest in ancient Egypt.





Notes for parents

- Ask your child to imagine the time of harvest in the ancient Egypt and write a play about it and draw its props.
- **Integration of subjects :** Social studies (ancient Egypt) – Art (paintings).
- **Life skills :** Observation – Collecting data.

Write the dialogue of the play.

....

....

....

....

....

....

....

....

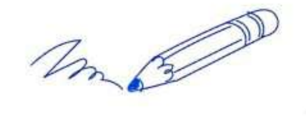
....

....

• Help your child with other family members to act his/her play.

⭐ Draw the props of the play like clothes, tools and accessories ... etc.





Notes for parents

- Let your child draw the props of the play.

In the Assessment Book :

Try to answer :

Self-Assessments ③ & ④



I Have Learned That

There are different types of arts such as :



Sculpture

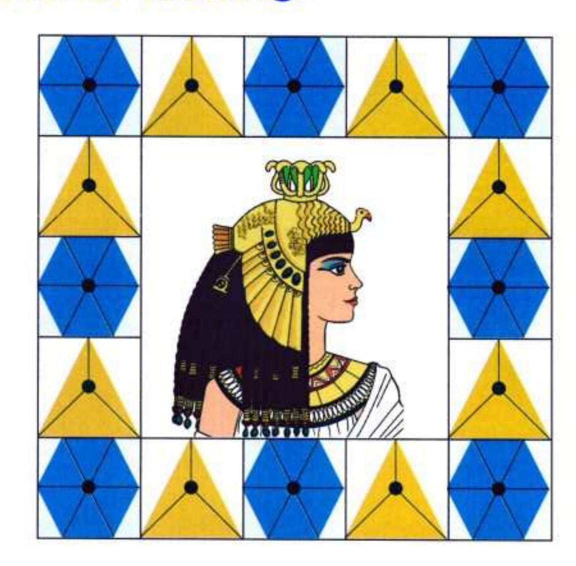


Drawing

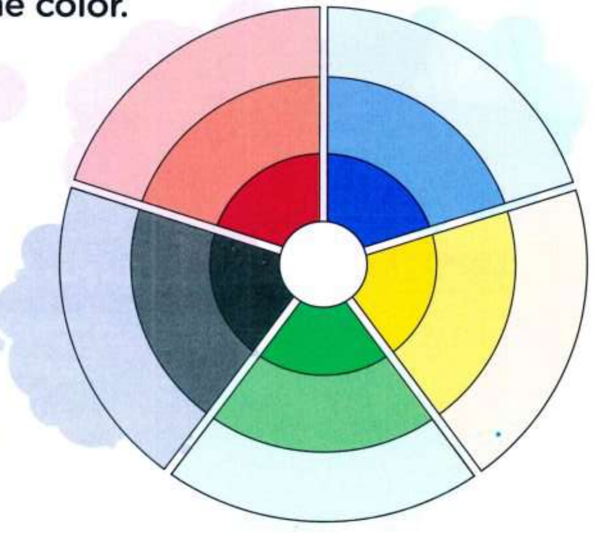


Music

Patterns can be used for drawing.



Gradient : is the gradual blending from one color to another or from dark to light of the same color.



CHAPTER THREE

Origins Of Medicine



Learning outcomes

By the end of this chapter, your child will be able to :

- Share personal experiences.
- Identify statements as factor or opinion.
- Sort statement by fact, opinion and fiction.
- Communicate an opinion through writing.
- Describe the contributions of Imhotep to the field of medicine.
- Describe the use of facts in early medicine.
- Identify primary sources.
- Analyze primary sources.
- Recognize secondary sources.
- Use secondary sources to examine the history of medicine.
- Compare primary and secondary sources.
- Compare past and present hospitals.
- Identify contributions of modern-day Egyptian doctors.
- Use questioning strategies to diagnose a problem.
- Research about tools used in medicine.
- Compare past and present tools used in medicine.

Key vocabulary

- Fact
- Reliable
- Patient
- Archeologist
- Opinion
- Verify
- Diagnose
- Primary source
- Fiction
- Treatment
- Papyrus
- Secondary source



Adam is Sick

Activity **Read the story, then answer the questions.**

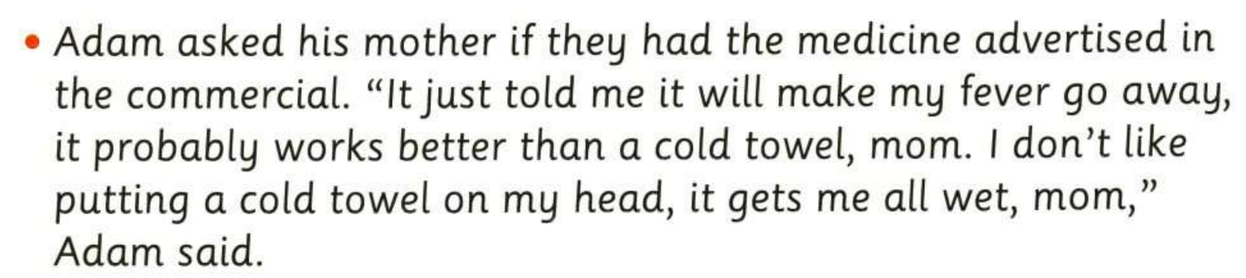


- When Adam woke up, he felt tired and has a sore throat. His mother noticed that, so she felt his head and said "Hmmm, son you feel a little warm."

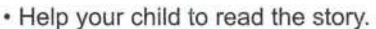


- Adam's grandma looked at him and she also noticed that he was tired. She said, "If your throat hurts, you should drink some warm tea. It will make your throat feels better. I can make you some if you like."
  "I don't know grandma. I don't like the taste of tea," Adam said.

- "Is there anything else I can do to feel better ?" Adam asked. "Yes, son. I will use a cold towel on your head to reduce the temperature of your body," Adam's mother said.
  During the conversation between Adam and his mother a commercial came on the TV, the commercial was talking about a medicine for fever, headache and body hurts.



- Adam asked his mother if they had the medicine advertised in the commercial. "It just told me it will make my fever go away, it probably works better than a cold towel, mom. I don't like putting a cold towel on my head, it gets me all wet, mom," Adam said.



Notes for parents

- Help your child to read the story.
- **Integration of subjects :** English (reading and writing) – Science (sickness and ways of treatment – listen actively to arguments use).
- **Life skills :** Verbal communication – Observation – Differentiation.

"No son, I don't like that type of medicine. It makes you feel too drowsy," Adam's mother said. "The commercial did not say that mom!" Adam said.
"Adam, you must know that commercials should not be considered as only providing facts," Adam's mother said.

- Adam's dad came to check on him and said, "You do not look so good son. I think you need more than a cold towel for your fever or a warm tea for your sore throat." "We should take him to the doctor if his fever is not gone by this evening, the doctor will know how to make Adam feel better," Adam's father said to the mother.

• Answer the following questions :

- **From the previous story we found some suggestions from Adam's mother, father and grandmother.**
  In your opinion, What is the effective suggestion that was mentioned in the story to help Adam ?

....

....

....

• Put ✓ or ✗ :

1. **We should believe anything we see in the commercials like the one Adam saw on TV.** ( )
2. **When you feel tired the right thing to do is to take any medicine you have.** ( )

• Help your child to find out the different suggestions that are found in the story to help Adam recover from his sickness.

Lesson 2

Fact , Fiction , Opinion

Activity 1 Read the following dialogue, then answer the questions.

Adam's father : Good morning son, are you feeling better now ?

Adam : Good morning Dad. I feel better. Thank God.

Adam's father : You should have gone to the doctor, my son.

Adam : Yes Dad, but I think mom and grandma could help me too.

Adam's father : Probably son, but everything your mother and grandma said is just an opinion or a fiction, but going to the doctor is important and it is a fact.

Adam : I can't understand Dad. What is meant by fiction, fact and opinion ? in your words.

Adam's father : **Fiction** is something told or written and is not true, just like drinking warm tea which make your throat feel better.

But, **Fact** is anything that is true and can be proven or verified, just like your visit to the doctor to feel better.

While,**Opinion** is what one person believes or feels, just like using a cold towel on your head to reduce the high temperature of your body.

An opinion is not always true.

Adam : I understand now, Dad. Thank you so much.



- Help your child to read the story.
- Help your child to guess the meanings of fiction, fact and opinion.
- **Integration of subjects :** English (reading and writing) – Science (healthy behaviors) – Social studies (fiction, opinion and fact).
- **Life skills :** Verbal communication – Observation – Differentiation.

- **Put ✓ or ✗ :**

1. Opinion is anything that is true and can be proven or verified. ( )
2. Fiction is something told or written and is not true. ( )

- **Choose :**

1. .... is what a person believes or feels.
   a. A fiction. b. An opinion. c. A fact.
2. .... is anything that is true and can be proven or verified.
   a. A fiction. b. An opinion. c. A fact.
3. .... is something told or written and is not true.
   a. A fiction. b. An opinion. c. A fact.
4. Drinking warm tea is considered as ....
   a. a fiction. b. an opinion. c. a fact.
5. Going to the doctor is considered as ....
   a. a fiction. b. an opinion. c. a fact.
6. Using a cold towel on the head to reduce the high temperature is considered as ....
   a. a fiction. b. an opinion. c. a fact.

- Discuss with your child how to differentiate between fiction, fact and opinion.

Activity 2 Match each statement to its right description.

Jumping rope is the most fun way to exercise.

Taking brain breaks is a fun way to help me focus.

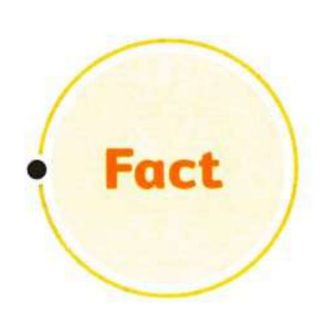
Exercising is a healthy habit.

Skin protects our body.

Eating sugary cookies will make me as strong as a superhero.

Getting enough sleep is important to my health.

Eating healthy food is the best thing you can do for your body.







Notes for parents

- Help your child to choose the correct word for each sentence.
- Help your child to distinguish between fiction, fact and opinion.
- **Integration of subjects :** English (reading) – Science (healthy behaviors) – Social studies (fact, opinion and fiction).
- **Life skills :** Distinguishing – Verbal communication – Collecting data.

Activity 3 Read the following paragraph, then answer the questions.

From the previous stories we found that Adam's father encouraged him to go to the doctor to treat his throat and that was considered a fact.

How can a doctor help you ?

A doctor asks questions about how you are feeling or how you get injured.
He often takes your body temperature and your body weight.
He also closely examines the part hurting and then tells you what is wrong and what medicine you should take to feel better.



Use the first lesson of Adam's story to complete the following table.

Source of information	Treatment	Fact, Fiction or Opinion
....	**Cold towel**	....
Grandma	....	**Fiction**
....	**Going to the doctor**	....

• Complete the sentence to answer the question :

Which treatment do you think Adam should choose and why ?

I think Adam should ....

because ....

- Elicit how doctors help us and we should go to the doctor when we feel sick from your child.
- **Integration of subjects :** English (reading and writing) – Science (sickness and treatment) – Social studies (fact, opinion and fiction).
- **Life skills :** Observation – Differentiation – Verbal communication.



Imhotep

Activity **Read the following text, then answer the questions.**

" Edwin Smith Papyrus "

It is known around the world for its descriptions of ancient Egyptian surgical and medical practices.



- This papyrus is dated between 1500 - 1700 BCE., but it may be a copy of text from even earlier.
- It is not clear whether Imhotep himself or his students or followers wrote this papyrus.
- Imhotep may have identified and treated over 200 diseases in his lifetime.
  His scientific approach to illness and injury eventually became a foundation for modern medical fields.
- This papyrus named by this name related to Edwin Smith who bought the papyrus in Luxor in 1862 from an Egyptian merchant named Mustafa Agha.



- It describes almost 100 terms for body parts.
- It describes at least 48 injuries and ways to treat them, where every injury is described with the treatment, a likely outcome and notes.
- The examinations described by the papyrus follow a process similar to the modern doctors' as follows :
  - People are asked where they feel pain or where it hurts.
  - This questions are followed by an examination of the injury when possible.
  - A likely outcome is recorded after every entry.
  - Each record begins with the phrase "An ailment I will handle", "An ailment I will fight with" or "An ailment for which nothing can be done".

Notes for parents

- Help your child to read the text about Edwin Smith papyrus and help her/him to know how this papyrus has helped us in the modern medical field.
- **Integration of subjects :** English (reading and writing) – Social studies (history of the medical field of the ancient Egyptians) – Science (describe the use of facts in early medicine).
- **Life skills :** Verbal communication – Collecting data – Observation – Critical thinking.

• Complete :

1. The .... is an ancient Egyptian medical text.

2. Edwin Smith bought the papyrus from .... in ....

• Choose :

1. Edwin Smith Papyrus is dated between .... BCE.
   a. 1500 and 1700 b. 400 and 450 c. 650 and 680

2. Edwin Smith Papyrus describes almost .... terms for body parts.
   a. 300 b. 100 c. 500

3. Edwin Smith Papyrus named by this name related to ....
   a. Imhotep. b. Edwin Smith. c. George Ebers.

4. Edwin Smith Papyrus describes at least .... injuries and ways to treat them.
   a. 48 b. 70 c. 200

5. .... may have identified and treated over 200 diseases.
   a. George Ebers b. Imhotep c. Edwin Smith

• Put ✓ or ✗ :

1. Edwin Smith Papyrus describes almost 400 terms for body parts. (   )

2. Edwin Smith Papyrus describes at least 48 injuries and ways to treat them. (   )

3. Edwin Smith wrote this papyrus. (   )

• Have a discussion with your child about how this papyrus helps us in the modern medical field.

Lesson 4 Primary And Secondary Sources

Activity **Read and learn, then answer the questions.**



- In the previous lessons of this chapter, we identified different sources of information like the sources of advice that Adam heard from his family when he was sick.

- We also have learned about medicine in ancient Egypt through Edwin Smith Papyrus. This papyrus is called a **Primary source**.

Primary source : It is an artifact that comes from a time being studied or from a person who was involved in the events being studied.

Ex:
- Edwin Smith Papyrus.
- A newspaper that publishes a story about an event that a reporter saw.
- An interview with a famous person.
- Use a camera to take photographs.

- The text you have read about the two pieces of papyrus in the previous lessons are called **secondary sources**, because you did not get to look at the original papyrus directly, but you have read a discription of them.

Secondary source : It is anything that describes, interprets, evaluates or analyzes information from primary sources.

Ex:
- Books, articles, documentaries and encyclopedias that contain descriptions and information about an artifact or an artistic work.

Notes for parents

- Have a discussion with your child about the primary and secondary sources.
- **Integration of subjects :** English (reading and writing) – Social studies (information sources).
- **Life skills :** Verbal communication – Differentiation – Observation – Collecting data.

• **Put ✓ or ✗ :**

1. An interview with a famous person is a secondary source. ( )
2. Edwin Smith Papyrus is a primary source. ( )
3. Descriptions of artistic works and encyclopedias are considered as secondary sources. ( )
4. Secondary source is an artifact comes from a time being studied. ( )

• **Write an example of a primary source.**

....

....

• **Write an example of a secondary source.**

....

....

• **Color the circle in red if the source is primary and in green if the source is secondary.**

Encyclopedia

Magazine stories about actors

Actors News

Photographs of family members

Textbooks

All about Papyrus

• Let your child mention some other different examples of primary and secondary sources.



Hospitals Then And Now

Activity 1 Read and learn.

- **Hospitals have many doctors, nurses and other specialists who are trained to care for you.**
- **Let's talk about hospitals in the past and hospitals now.**

First : Hospitals in the Past.


Mansuri Hospital

- Such as Mansuri hospital is an example. It was built in 1248.
- It could hold more than 4000 patients.
- It has different areas such as a huge lecture hall, a school, an orphanage, a mosque for Muslim patients and a church for Christian patients.
- A doctor would visit each patient and record his observations on the patient's card to give him treatment.

Second : Hospitals Now.


Magdi Yacoub Heart Foundation

- Magdi Yacoub Global Heart Foundation in Aswan is an example. It was built in 2009. A new center is also being built in cairo.
- The hospital has the latest technologies.
- They provide training for doctors and nurses and free medical services.
- Hospitals today have an organized medical services including surgery or pediatrics (children's doctors).
- Today, most hospitals serve fewer than 800 people.
- Hospitals now have different areas such as a pharmacy, a laboratory, physical therapy departments and emergency.

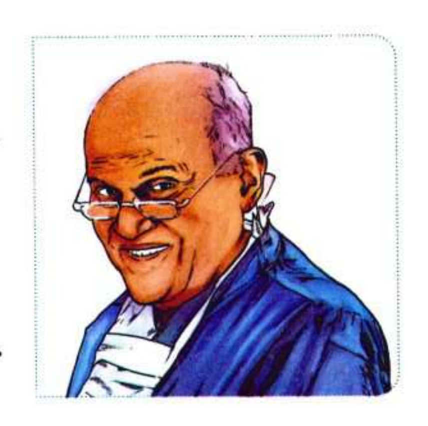
Notes for parents

- Help your child to read the text about hospitals in the past and now.
- Discuss the difference between hospitals in the past and now with your child.
- **Integration of subjects :** English (reading and writing) – Social studies (history of hospitals).
- **Life skills :** Identify topic-related information – Collecting data – Observation.

Activity 2 Read and learn, then answer the questions.

★ Hospitals nowadays and hospitals in the past have some things in common. Also, there are Egyptian doctors today who continue to make significant contributions to medicine like doctor Magdi Yocoub and doctor Nagwa Abd El-Meguid.

Dr. Magdi Yacoub



- Magdi Yacoub is known for his study of the heart.
- He has won many awards such as :
  - The World Health organization for Humanitarian service.
  - The Award of the Nile for science and humanity.

Dr. Nagwa Abd El-Meguid



- Nagwa Abd El-Meguid studies heredity and how traits are passed from parents to their children.
- She was the 2002 winner of the L'Oréal UNESCO Award for women in science for Africa and the Middle East.

• Who Am I ?

1. I am known for my study of the heart. (............................)
2. I have studied heredity and how traits are passed from parents to children. (............................)
3. I won many awards such as the World Health organization for Humanitarian service. (............................)
4. I won the 2002 of the L'Oréal UNESCO Award. (............................)

- Tell your child that hospitals of the past and hospitals nowadays have some things in common.
- Tell your child some information about Magdi Yacoub and Nagwa Abd El-Meguid.
- **Integration of subjects :** English (reading and writing) – Social studies (history of hospitals).
- **Life skills :** Collecting data – Differentiation – Observation.

Lesson 6

1. Patient And Doctor

Activity Read and learn, then answer the questions.



If you want to be a doctor, you will need to know how to ask good questions to diagnose the illnesses and injuries of patients.

- **Match each doctor's question with the suitable answer.**

Questions	Answers
What part of your body is bothering you ?	Drinking hot tea
Since when is your stomach bothering you ?	It hurts so much
How tired is it ?	My stomach
What treatments have you tried already ?	Three days ago

Notes for parents

- Discuss with your child the importance of questions that doctors asks to diagnose the illnesses and injuries of patients to give the correct treatment.
- **Integration of subjects :** English (reading) – Science (the health and treatment and medicine tools).
- **Life skills :** Collecting data – Verbal communication – Critical thinking.

2. Medical tools

Activity 1 **Read the paragraph, then answer the questions.**



- Medical tools are important devices used in medicine.
- The origin of the medical tools of ancient Egyptians like the oldest metal surgical tools were discovered in the tomb of Qar. These tools are now preserved in the Imhotep museum in Saqqara.
- We found other old tools such as :
  - Medical saws which are used for surgery.
  - A tool which was used to make pills.
- These tools are primary sources because we can see it in museums.
- Old tools like forceps, hooks, drill, spoons and knives were used in many procedures. Many of these old tools are still used today.
- Some of these tools were found by archeologists.



Medical forceps

Medical saws



A tool used to make pills

Archeologists : are people who study the past using artifacts. They often discover the artifacts by carefully examining places where people used to live long ago.

• Put ✓ or ✗ :

1. Medical tools are useless tools. ( )
2. Medical saws are used to make pills. ( )

• Mention some examples of medical tools that we are still using today.

....

....

....

- Have a discussion with your child about the types of medical tools that were used by ancient Egyptians.
- **Integration of subjects :** English (reading and writing) – Social studies (history of medical tools) – Science (the health and treatment and medicine tools).
- **Life skills :** Collecting data – Verbal communication – Observation.

Activity ② Read and learn.

- We have studied tools that were used by ancient Egyptians.
- What tools do you think we could have nowadays ?

⭐ **"Medical tools nowadays" such as :**

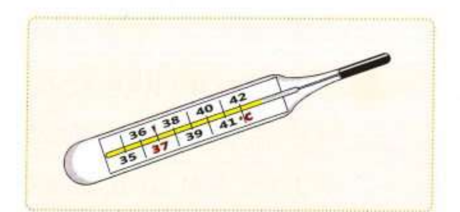
- **Stethoscope :** used to listen to your heart and lungs.



- **Blood pressure cuff :** used to measure how hard your heart is pumping.



- **Thermometer :** used to measure your body temperature.



- **Syringe and ampoule :** used to give shots.



- **X-ray image :** used to look at bones inside your body.



- **Otoscope :** used to look into your ears.



Notes for parents

- Have a discussion with your child about the important medical tools that are used nowadays.
- Help your child to search for other medical tools on the internet.
- **Integration of subjects :** English (reading) – Science (the health and treatment and medicine tools).
- **Life skills :** Observation – Collecting data – Verbal communication.

Activity 3 Stick each medical tool in the correct place its use.

Stick here

Used to give shots.

Used to look into ears.

Stick here

Stick here

Used to look at bones inside the body.

Used to listen to your heart and lungs.

Stick here

Stick here

Used to measure how hard your heart is pumping.

Used for surgery.

Stick here

Stick here

Used to measure your body temperature.

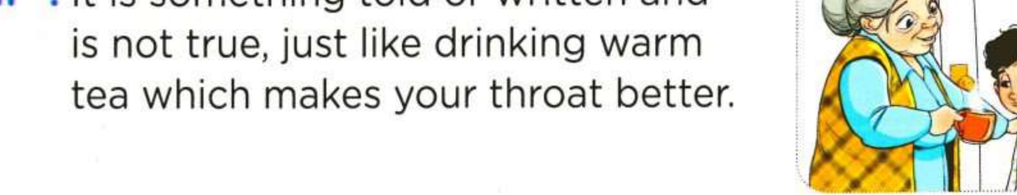


- Let your child stick each medical tool in the right place.
- Let your child mention some other medical tools and their usage.
- **Integration of subjects :** English (reading) – Science (the health and treatment and medicine tools).
- **Life skills :** Collecting data – Observation – Differentiation – Verbal communication.

In the Assessment Book :

Try to answer :
- Self-Assessments (5) & (6)
- Model Exams on Theme (3)

I Have Learned That





Fiction : It is something told or written and is not true, just like drinking warm tea which makes your throat better.



Fact : It is anything that is true and can be proven or verified, just like your visit to the doctor when you feel tired.



Opinion : It is what one person believes or feels, just like using a cold towel on your head to reduce the high temperature of your body and an opinion is not always true.

Edwin Smith Papyrus :



It is known around the world for its descriptions of ancient Egyptian surgical and medical practices.

- **Primary source :**

  It is an artifact that comes from a time being studied or from a person who was involved in the events being studied.

  such as : Edwin Smith Papyrus.

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  It is anything that describes, interprets, evaluates or analyzes information from primary sources.

  such as : Books, articles and documentaries.

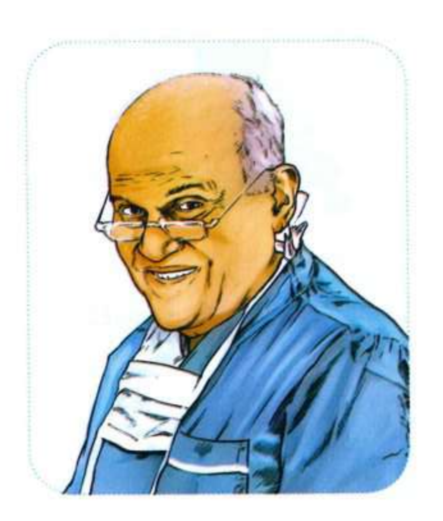
- **Hospitals in the past and hospitals now :** such as


Mansuri hospital


Magdi Yacoub Heart Foundation

Dr. Magdi Yacoub

He is known for his study of the heart.



Dr. Nagwa Abd El. Meguid

She studies heredity and how traits are passed from parents to their children.



- **Archeologists :**
  - They are people who study the past using artifacts.
  - They often discover the artifacts by carefully examining places where people used to live long ago.

- **Medical tools :**

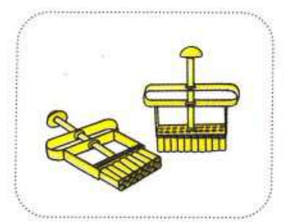
In the past



Medical forceps



Medical saws



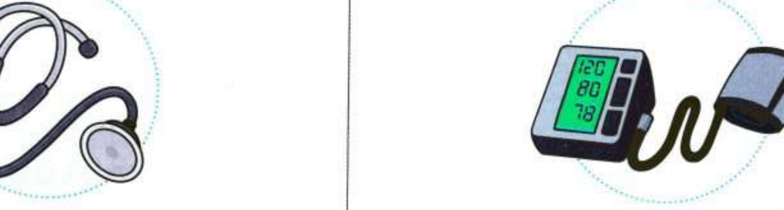
A tool used to make pills

Nowadays



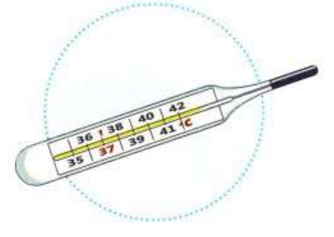
Stethoscope

used to listen to your heart and lungs.



Blood pressure cuff

used to measure how hard your heart is pumping.



Thermometer

used to measure your body temperature.



Syringe and ampoule

used to give shots.



X-ray image

used to look at bones inside your body.

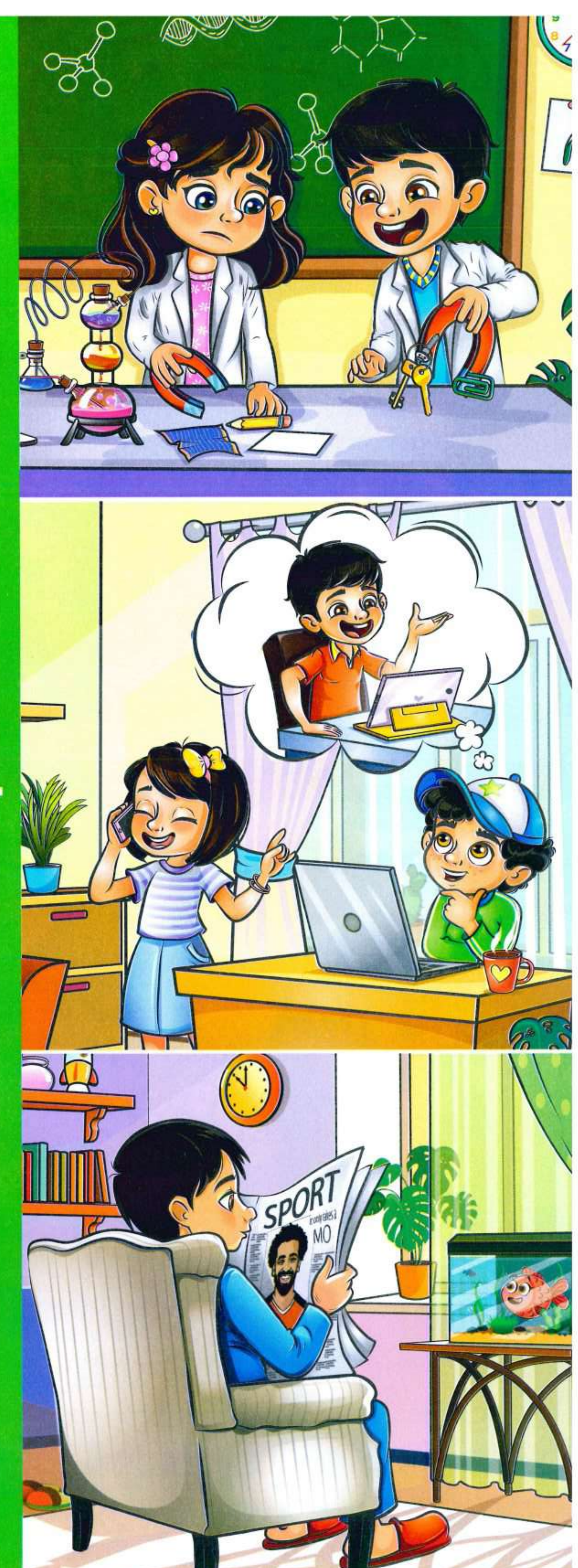


Otoscope

used to look into your ears.

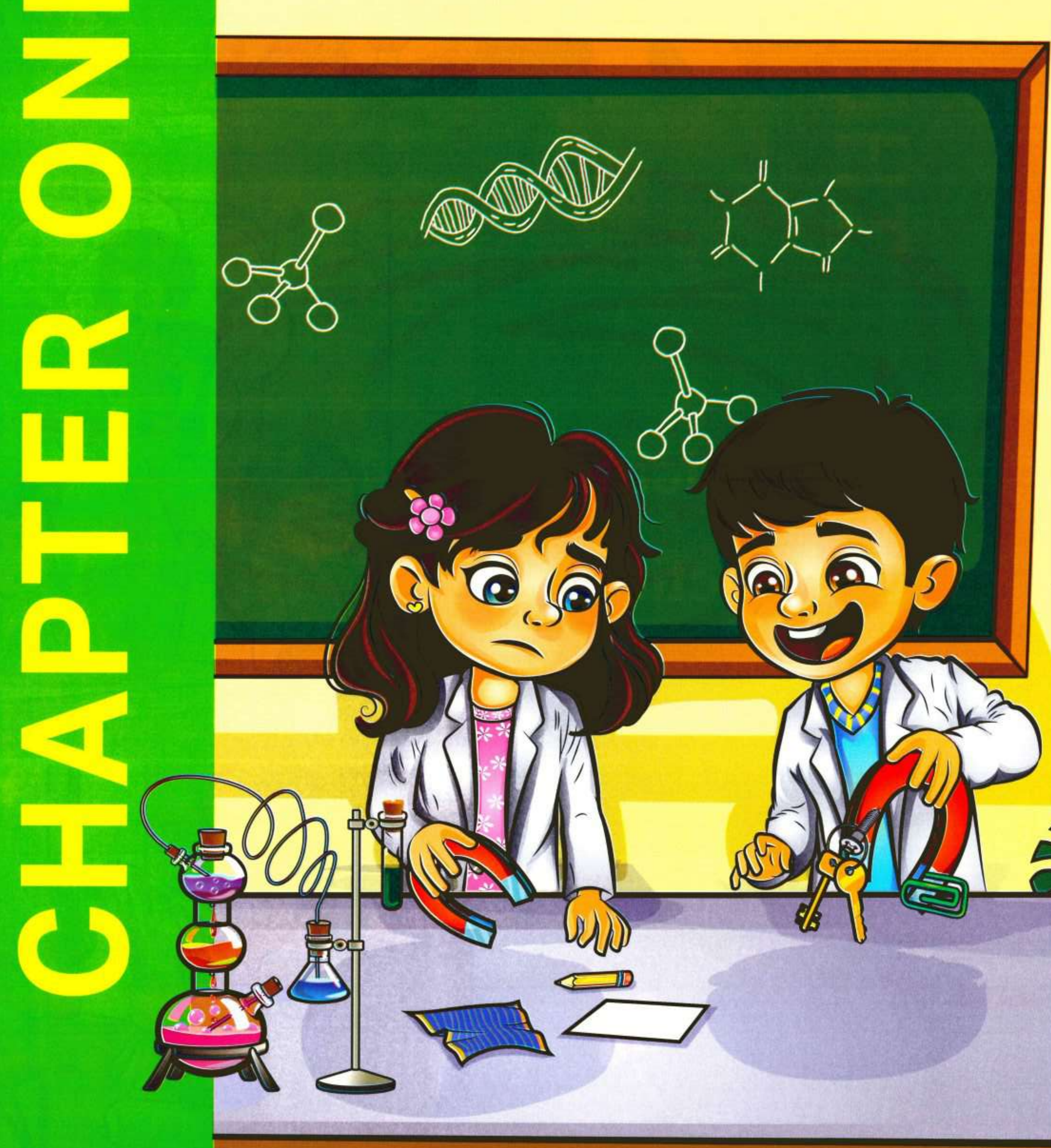
THEME 4

Communication. Connections



CHAPTER ONE

Connecting Forces



Learning outcomes

By the end of this chapter, your child will be able to :

- Identify forces that cause motion.
- Observe how a contact force can start, stop, or change the direction of an object's motion.
- Analyze data to identify patterns.
- Use patterns in data to predict future motion of an object.
- Describe the effect magnets have on a variety of materials.
- Record observed properties of various materials.
- Use academic words to communicate observations.

Key vocabulary

- Force
- Motion
- Pull
- Push
- Predict
- Magnet
- Attract



Motion On The Farm

Activity **Read the following conversation, then answer the questions.**

- As soon as **Adam** and **Mona** got off the bus, the farmer met them at the gate.
- Adam and Mona told the farmer that they would visit the cotton fields first.
A little white cat rubbed against Mona's legs.

Adam : I can't wait to see all the other animals on the farm. We have cats at home, but I have never seen anything bigger than a goat up close before.

Mona : I am excited to look inside the grain silos.

- They began to walk to the fields.

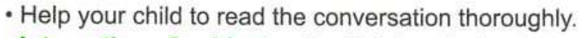
Adam : There are many goats here. I lost count of the goats that are in the pen next to the big barn.

The farmer : Look, children, this is how we sow seeds in our field.

Adam : But, I don't realize that I am on a field. Nothing was growing! How could this be a cotton field?

Mona : Look Adam..! There are two giant oxen approaching, pulling something behind them.

The farmer : This team of oxen is pulling a spreader. Look closely at the machine they pull. Do you see that lever ? It is broadcasting cottonseed.



Notes for parents

- Help your child to read the conversation thoroughly.
- **Integration of subjects :** English (reading) – Science (motion and effects of forces on the motion) – Vocational fields (vocational activities).
- **Life skills :** Verbal communication – Critical thinking – Collecting data.



– Adam watched as seeds flew out in an arch along the rows of dirt.
It was like watching a fountain.
Sometimes the seeds traveled so far, and other times they fell close to the machine.
He wondered why the man driving the oxen kept changing the oxen's speed.

Mr. Hany : Do you notice that sometimes the seeds go far and sometimes they fall near ?
What do you think makes that happen ?

Adam : I think the seeds go far when the oxen move at a high speed, and the seeds fall near when the oxen move at a low speed.

Mr. Hany : Very good, Adam.

• Put ✓ or ✗ :

1. The oxen pull the spreader to broadcast cottonseed. ( )
2. When the oxen move at a high speed, the seeds fall near. ( )
3. When the oxen move at a low speed, the seeds go far. ( )

• Tell your child that the speed of the motion of the oxen affects the spread of seeds.

Lesson 2

Predict The Motion

Activity 1 **Complete the sentences using the words "Pushing" or "Pulling" to describe the forces you observe.**

Force : It is a push or pull on an object that causes motion.

The farmer is .... the wheelbarrow.



The horse is .... the cart.



The boy is .... the ball to his friend.

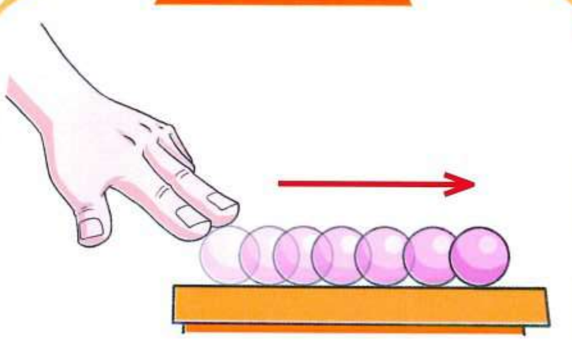
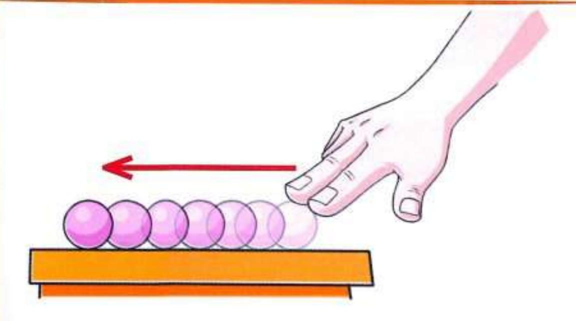


The child is .... the toy car.

Notes for parents

- Discuss that forces cause motion with your child.
- Discuss the meaning of "Force" with your child.
- **Integration of subjects :** Science (force and motion) – English (reading).
- **Life skills :** Verbal communication – Observation – Differentiation.

Activity 2 Read and learn.

Motion	Observations	Conclusion
 Push the marble with your hand.	The marble starts to move.	A force can be used to cause an object to start moving, stop or change direction.
Put your hand on the marble.	The marble stops its motion.	
 Push the marble with your hand in the opposite direction.	The marble changes its direction and moves in the opposite direction.	



- Have a discussion with your child about how a contact force can cause an object to start moving, stop or change direction.
- **Integration of subjects :** Science (effects of forces on motion) – English (reading and writing).
- **Life skills :** Observation – Verbal communication – Differentiation.

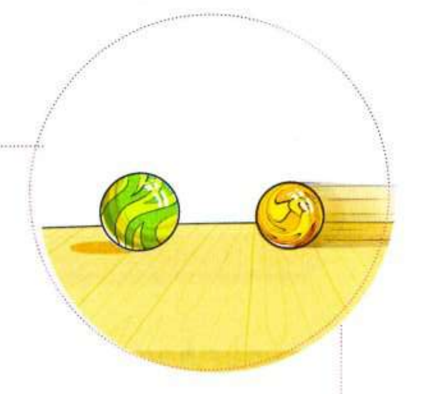
Activity 3 Choose the predicted motion of the moving objects or person in each of the following situations.



• A toy is falling from a boy's hand.

So, the toy will ....

(move upward – move downward – move to the left).



• A yellow marble is moving in the left direction and hits a static green marble.

So, the green marble will ....

(move to the left – move to the right – stop moving).



• A dancer is swaying to the left and trying to regain her balance.

So, the dancer will ....

(move downward – move to the left – move to the right).

Notes for parents

• Help your child to predict the motion in each situation (where, the toy will move downward / the green marble will move to the left / the dancer will move to the right).
• **Integration of subjects :** English (reading) – Science (motion and effects of forces on the motion).
• **Life skills :** Verbal communication – Critical thinking – Observation – Explain thinking processes.



- A rock is landing on a pile of sand after falling from a girl's hand.

  So, the rock will ....

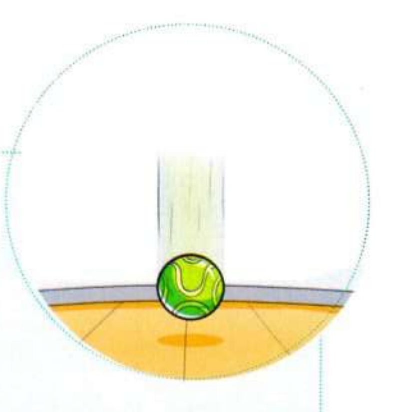
  (move upward – move to the right – stop moving).



- An apple is falling from a tree.

  So, the apple will ....

  (move downward – move upward – move to the right).



- A bouncing ball is hitting the ground.

  So, the bouncing ball will ....

  (stop moving – move to the left – move upward).

- Help your child to predict the motion in each situation (where, the rock will stop moving / the apple will move downward / the bouncing ball will move upward).

Lesson 3 Adam's Discovery

Activity 1 Read and learn.

The farmer : We don't always use oxen around the farm for work. We have big machines to help us, too.



Adam : Oh, wow!.. This shiny orange tractor is bigger than I ever imagined. It can probably hold ten goats. I can't wait to sit in the cab and steer it.

The farmer : Look, Adam.. This is a schedule to tell me when to complete my chores.



Adam : But, how can you read the paper while working with both hands.

The farmer : I can stuck the list right to the wall of the tractor cab with this magnet.

Mona : It reminds me of the time when my mom stuck my best drawings on the fridge.



Adam : Yes, I couldn't resist taking down the magnets to play with them.

Notes for parents

- Help your child to read the conversation.
- Have a discussion with your child about some uses of magnets in our daily life.
- **Integration of subjects :** English (repeating) – Science (magnet) – Vocational fields (vocational activity).
- **Life skills :** Verbal communication – Observation – Exchanging information.

Activity (2) **Test the effect of a magnet on each of the following objects : (Glass cup - Nail - Key - Envelope - Paper clip - Pencil - Scissors - Eraser), then put the stickers in the suitable place in the table below.**

Note

Magnets attract objects that contain iron metal, cobalt metal and nickel metal.

Objects attracted to the magnet	Objects not attracted to the magnet

Note
Stickers are at the end of the book

- Discuss the effect of magnets on a variety of materials with your child.
- **Integration of subjects :** Science (the effects of magnets) – English (reading).
- **Life skills :** Observation – Differentiation.

Lesson 4 Magnetism In Use

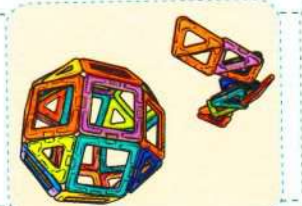
Activity 1 Read and learn, then answer the questions.

Uses of magnets in our daily life.

We can stick a note to a refrigerator with a magnet.

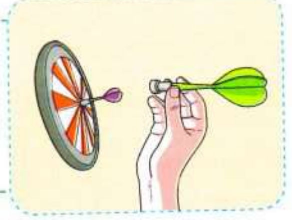


There are toys that use magnets to make blocks or train cars stick together.





Some dartboards use magnets to make the darts stick to the board.



Magnets are sometimes used to keep wallets, cabinets or boxes closed.



Powerful magnets can help separate some metals that can be recycled from other garbage.



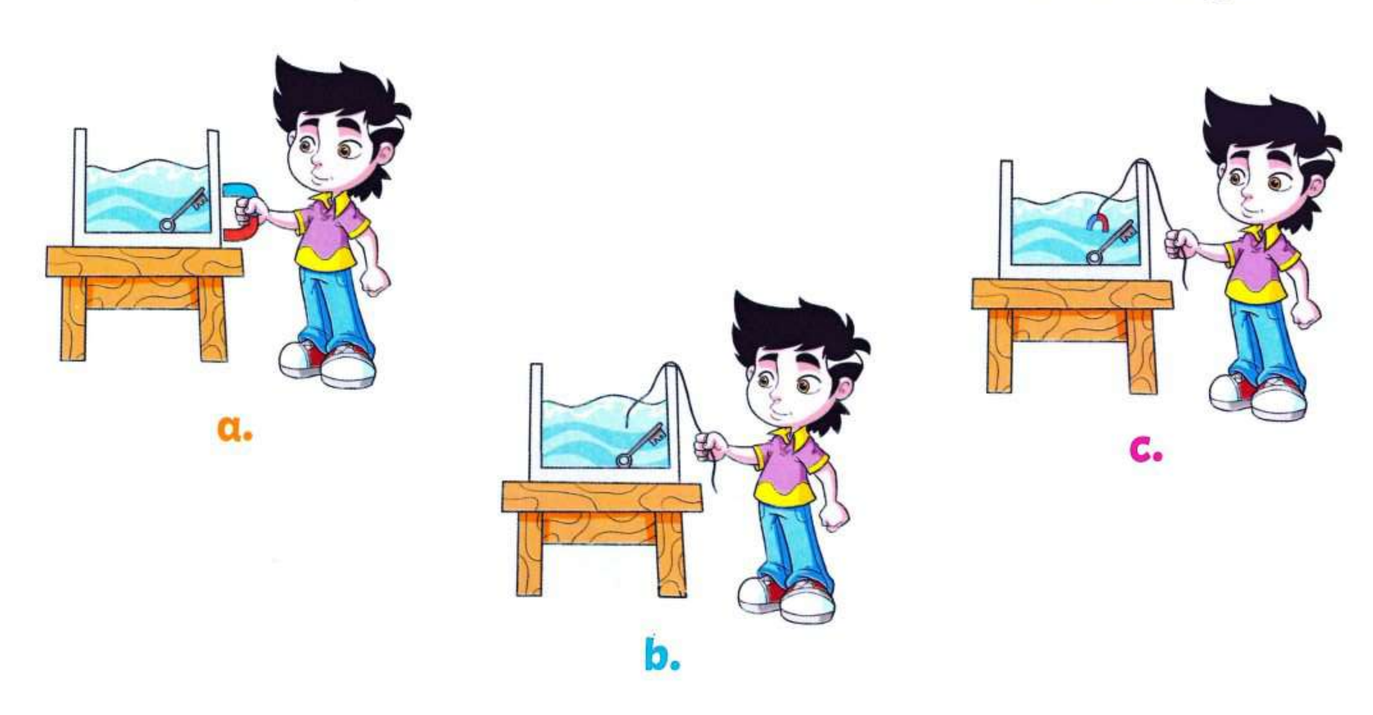
• **Put ✓ or ✗ :**

1. Magnets are used in some toys to make them stick together. (   )
2. We can use powerful magnets to separate some metals that can be recycled from garbage. (   )

Notes for parents

- Discuss the different uses of magnets in our daily life with your child.
- **Integration of subjects :** Science (uses of magnetism) – English (reading).
- **Life skills :** Verbal communication – Observation – Asking questions – Collecting data.

Activity 2 Help the boy to choose the suitable way to get the key from the water basin (you may choose more than one way).



Activity 3 Help the carpenter to choose the fastest way to separate the nails from the wood filings.



- Help your child to choose the suitable way(s) in each riddle.
- **Integration of subjects :** Science (magnet and engineering design) – English (reading).
- **Life skills :** Verbal communication – Critical thinking – Observation – Creativity – Problem solving.



The Farmer Needs Help

Activity **Read about what Adam and Mona see next on their field trip, then answer the questions.**

The farmer : You might think that farms are old fashioned, but we are always trying to make our farm better.



We have been researching some options to give our cattle a better life.

The oxen work so hard for us in the fields, and our cows provide us with milk.

Mona : I think if the cattle could be free on the pasture, they would be stronger and able to work harder for the farmer. It is important we do not lose them.

The farmer : We bought some fences. That way the cattle can have this huge pasture to graze freely whenever they want.



Adam : How do you keep them in the barn at night, so they stay safe ?

They could walk out in the dark and get hurt.

Notes for parents

- Help your child to read the conversation, then answer the questions.
- **Integration of subjects :** Science (uses of magnets) – English (reading) – Vocational fields (tasks related to vocational).
- **Life skills :** Verbal communication – Solving problems.

The farmer : That is a great question. We have been struggling to keep the gate closed.



It opens like a regular door, but cattle are smart.

They have started pushing it open to get into the fields all night long.

Adam : I think we can use two large strong magnets to close the gate.

• Answer the following questions :

1. What did the farmer buy ?

....

....

2. What is the problem the farmer is trying to solve ?

....

....

3. What was the suggestion that Adam said to solve the problem ?

....

....

• Discuss with your child the solution that Adam suggested to close the gate using strong magnets.

In the Assessment Book :
Try to answer :
Self-Assessments (7) & (8)

I Have Learned That

- **Force :** It is a push or pull on an object that causes motion.

Pushing force like



A boy pushes a ball to his friend.



A farmer pushes a wheelbarrow.

Pulling force like

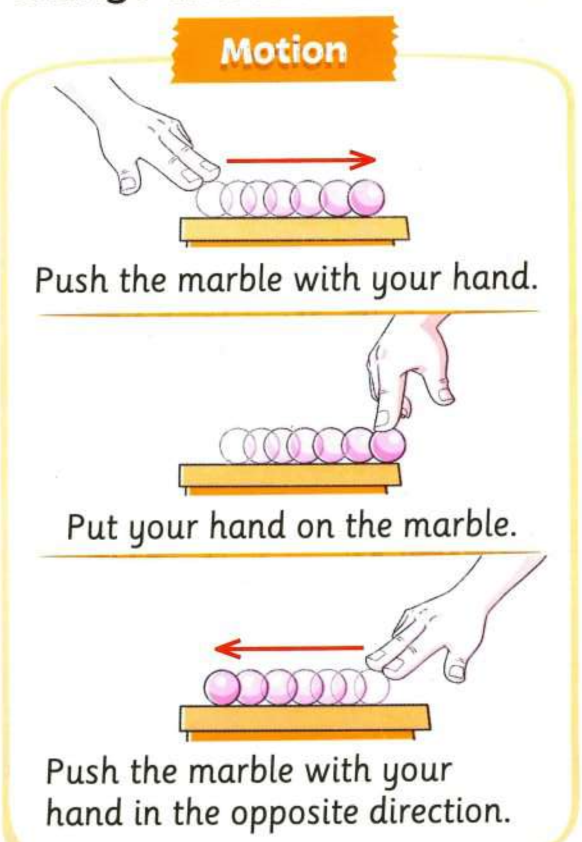


A child pulls a toy car.



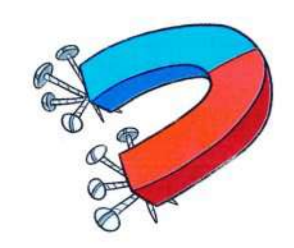
A horse pulls a cart.

- **Force can be used to cause an object to start moving, stop or change direction as shown in the following examples :**



Motion	Observations
Push the marble with your hand.	The marble starts to move.
Put your hand on the marble.	The marble stops its motion.
Push the marble with your hand in the opposite direction.	The marble changes its direction and moves in the opposite direction.

- **Magnets** attract objects that contain iron metal, cobalt metal and nickel metal.

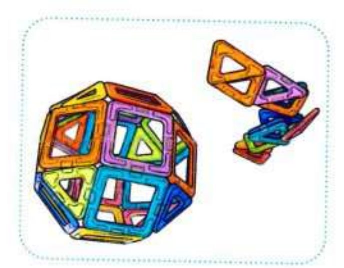


Uses of magnets in our life :

- Magnets are used to stick a note to a refrigerator.



- Some toys use magnets to make blocks or train cars stick together.

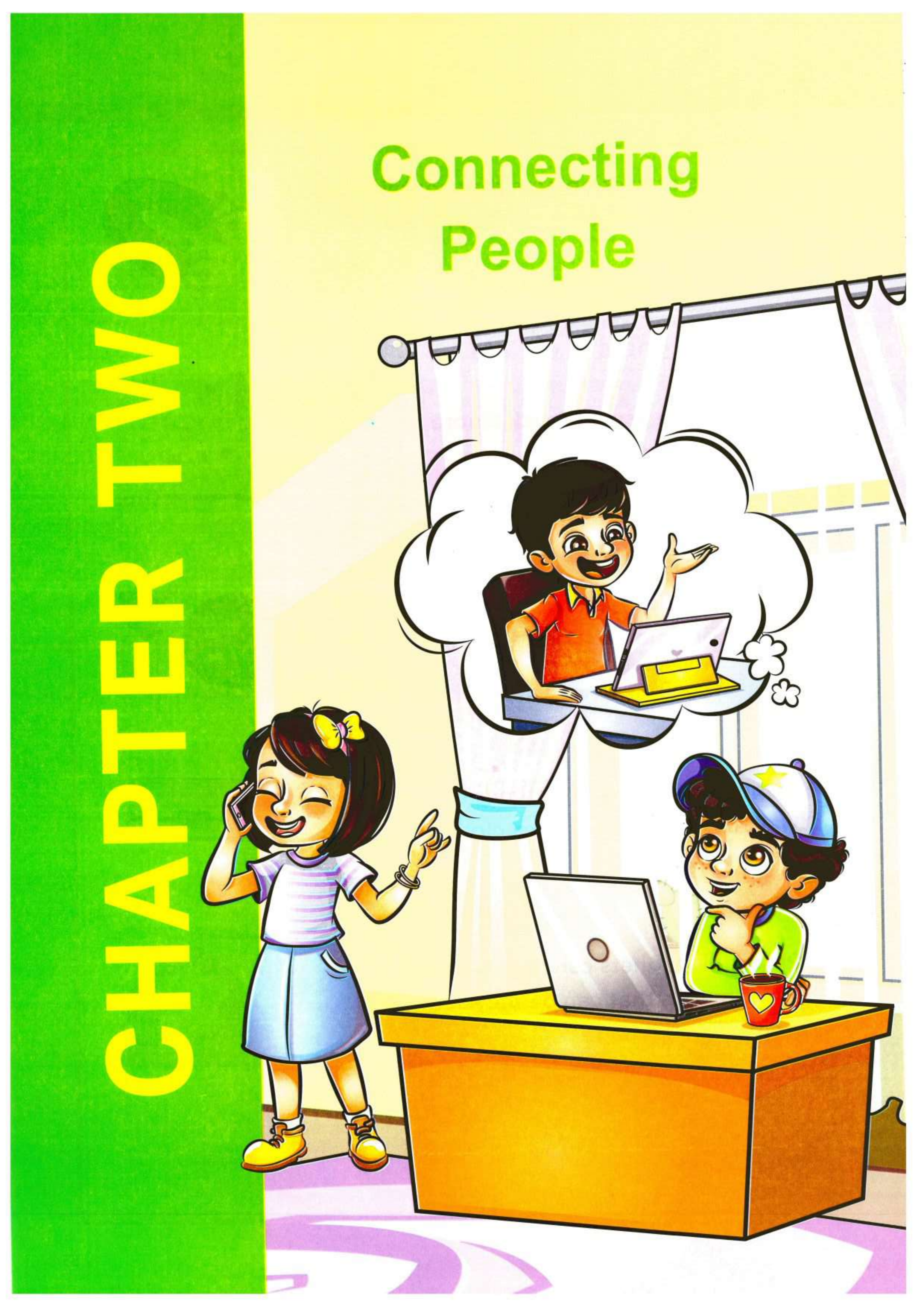


- Magnets are used sometimes to keep wallets, cabinets or boxes closed.



- Powerful magnets can help separate some metals that can be recycled from other garbage.




CHAPTER TWO
Connecting
People

Learning outcomes

By the end of this chapter, your child will be able to :

- Identify connections between people in a community.
- Identify ways and reasons people connect.
- Explore how technology has changed overtime.
- Identify problems that specific technologies solve.
- Identify reasons people need transportation.
- Explain why people trade and how transportation makes trading easier.
- Describe components of a transportation system.
- Identify factors engineers consider when designing a transportation system.
- Identify advantage and disadvantage of new transportation technology.
- Use magnets to model how a maglev train works.
- Determine components of a computer and their functions.

Key vocabulary

- Connections
- Trade
- Maglev train
- Memory
- Storage
- Problem
- Technology
- System
- Central processing unit (cpu)
- Motherboard
- Advantage
- Solution
- Barter
- Hyperloop
- Input
- Output
- Disadvantage



1. Connecting People Web

Activity **Write the name of someone you connect with in your community, then write how and why you connect with that person like the example given.**

- Write the name of someone you connect with ?
  My friend Ahmed.
- How do you connect with him/her ?
  By phone call.
- Why do you connect with him/her ?
  Because we have fun talking and also, to discuss the answer of a question in English subject.



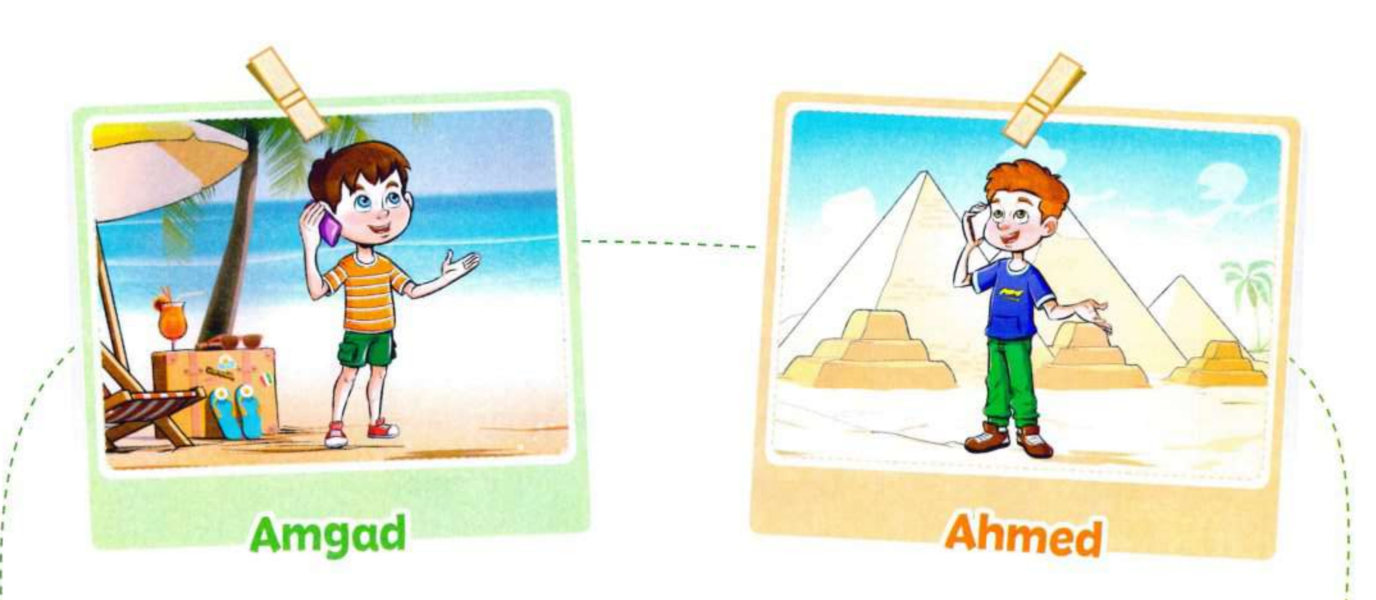
- Write the name of someone you connect with ?
  ....
- How do you connect with him/her ?
  ....
- Why do you connect with him/her ?
  ....
  ....

Notes for parents

- Let your child think about all different people he/she connect with in the community and how and why he/she communicates with them.
- **Integration of subjects :** Social studies (ways of communication) – English (reading and writing).
- **Life skills :** Self-expression – Verbal communication.

2. Connection Challenges

Activity **Read the following dialogue, then answer the questions.**



Amgad : Hello, my cousin! How are you and how is your family ?

Ahmed : Hello, Amgad! we are all fine, thank you.

Amgad : I miss you and I would like to see you soon because we have not met for a long time.

Ahmed : I miss you too Amgad! We have not met because the distance is so long between us.

Amgad : I invite you to visit Alexandria next week to meet together.

Ahmed : I hope to see you, Amgad. I will call you when I arrive at Alexandria.

Amgad : I will be waiting for you, my cousin.Good bye.

Ahmed : Good bye, my cousin Amgad.

- Let your child read the dialogue.
- **Integration of subjects :** Social studies (ways of communication) – English (reading and writing).
- **Life skills :** Verbal communication – Observation.

• Choose :

1. What is the city that Ahmed will travel to ? ....

   a. Alexandria. b. Luxor. c. Cairo.

2. Amgad and his family live in ....

   a. Cairo. b. Alexandria. c. Luxor.

3. Amgad and Ahmed connect with each other by ....

   a. reading. b. writing. c. speaking.

4. It is hard for Amgad and Ahmed to see each other because of the ....

   a. distance. b. language. c. age.

• Put ✓ or ✗ :

1. Ahmed lives in Alexandria. ( )
2. Amgad connects with Ahmed by video call. ( )
3. Amgad will visit Alexandria next week. ( )
4. Ahmed invites Amgad to visit Alexandria. ( )
5. The long distance is the reason that makes it hard for Ahmed and Amgad to meet each other. ( )

Notes for parents

• Tell your child that long distance far away from others can make connecting with them a challenge.



Technology Through Time

Activity 1 Read and learn, then answer the questions.

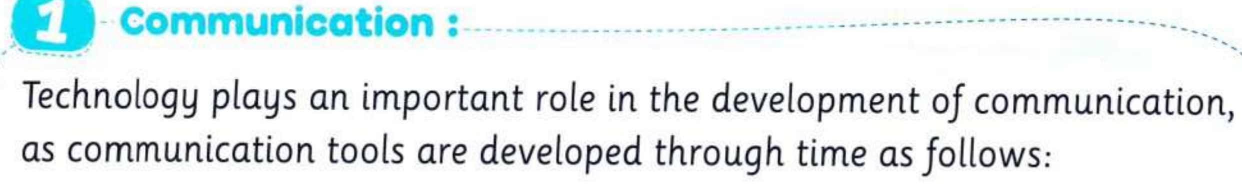
Technology : It is a tool designed to solve a problem.

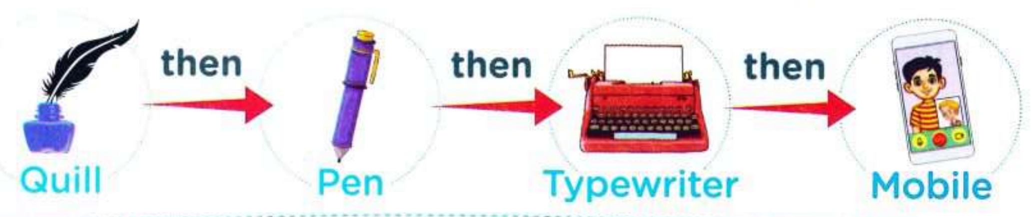


Each piece of technology helps to solve a problem, for example :

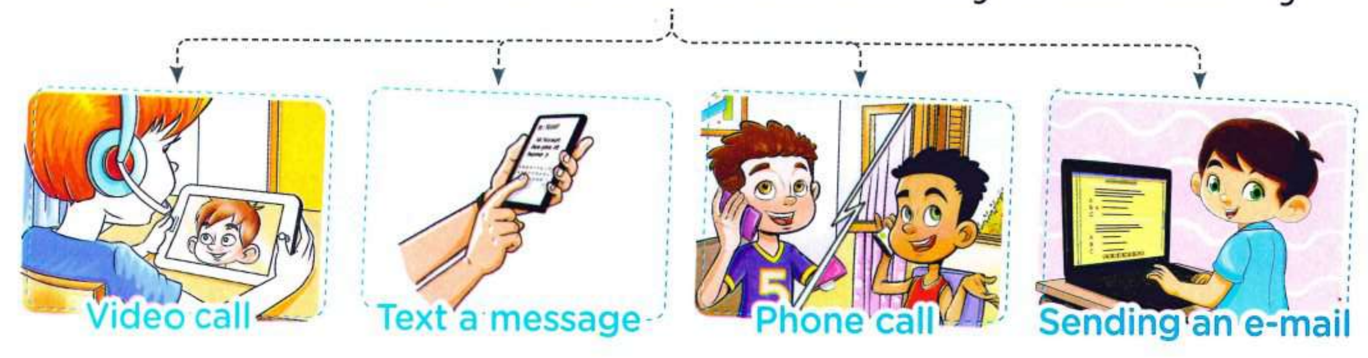
1 Communication :

Technology plays an important role in the development of communication, as communication tools are developed through time as follows:





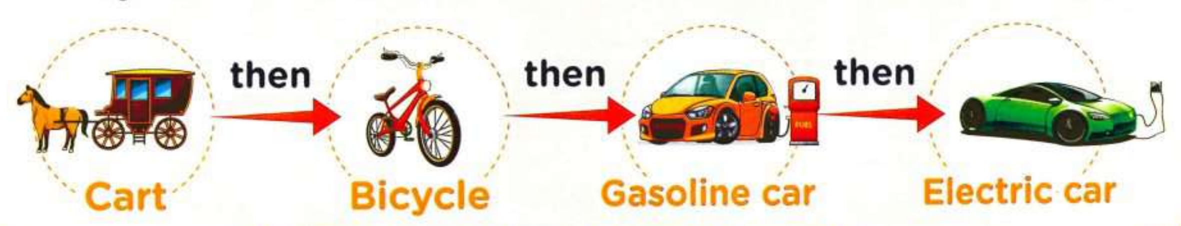
You can communicate with others without traveling to meet them by :



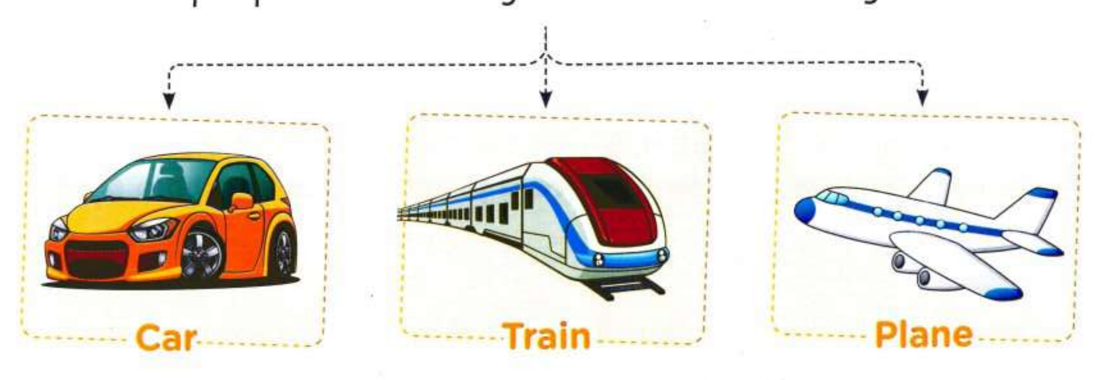
- Tell your child how technology has changed over time.
- **Integration of subjects :** Social studies (ways of communication – how transportation connects people) – English (reading and writing).
- **Life skills :** Verbal communication – Collecting data.

2 Transportation :

Technology plays an important role in the developement of transportation as means of transportation are developed through time as follows:



You can move from one place to another, visit other people and trade goods and services by :



• What is the meaning of "technology" ?

....

....

• Complete :

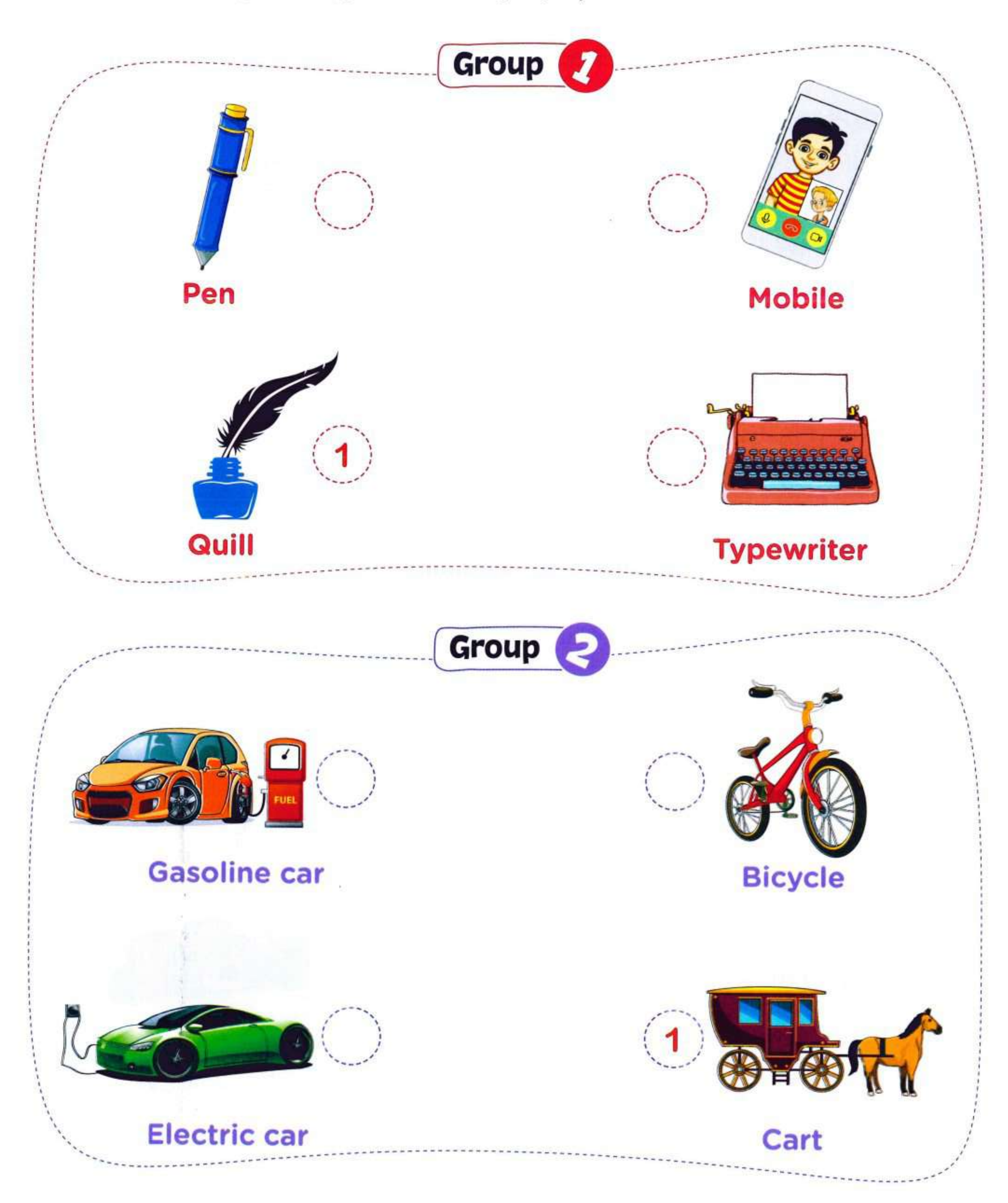
1. .... , ... and .... are examples of technology.

2. You can communicate with others without traveling to meet them by video call , ... , ... and ....

Notes for parents

• Discuss with your child how technologies solve the problems of communication and transportation.

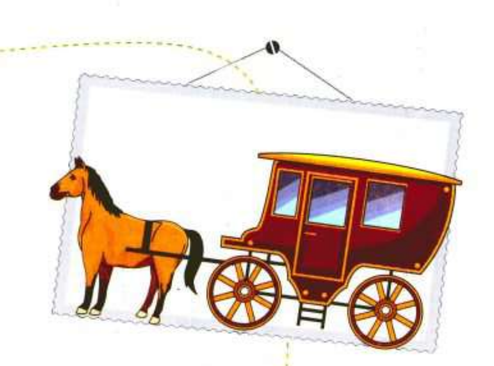
Activity 2 Arrange each group of cards from the oldest to the newest by writing numbers 1, 2, 3, 4.



- Let your child arrange each group of cards from the oldest to the newest by writing numbers.
- **Integration of subjects :** Social studies (ways of communication) – English (reading) – Maths (writing numbers).
- **Life skills :** Observation – Verbal communication.

Activity 3 Read and learn, then answer the questions.

Cart



Advantage : • It is used for transporting goods and passengers.
• It keeps the environment clean.

Disadvantage : • It is slower than cars.
• Horses may get tired over time.

Bicycle



Advantage : • It increases the muscles strength.
• It keeps the environment clean.

Disadvantage : • It is designed to carry one or two passengers.
• It is slower than cars.

Gasoline car

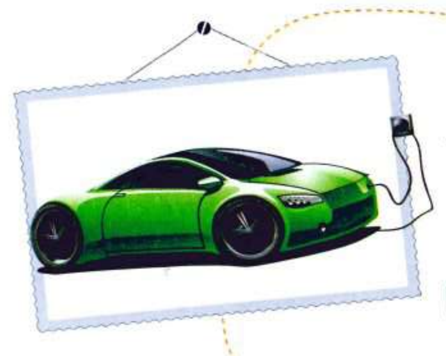


Advantage : • It is fast, so we can move quickly from one place to another.

Disadvantage : • It causes air pollution and noise pollution.
• It is expensive.

Notes for parents

- Tell your child the advantage and disadvantage of different means of transportation.
- **Integration of subjects :** Social studies (how transportation connects people) – English (reading and writing).
- **Life skills :** Collecting data – Verbal communication.



Electric car

Advantage : • It keeps the environment clean.
• It is fast, so we can move quickly from one place to another.

Disadvantage : • It is more expensive than gasoline car.

• Put ✓ or ✗ :

1. Carts and bicycles pollute the environment. ( )
2. Carts are slower than cars. ( )
3. A bicycle is used for transporting goods and passengers. ( )
4. A cart increases the muscles strength. ( )
5. Gasoline and electric cars keep the environment clean. ( )
6. A gasoline car is faster than cart and bicycle. ( )
7. An electric car is less expensive than a gasoline car. ( )

• Complete :

1. Electric car and .... keep the environment clean.
2. Cars are faster than .... and ....
3. Gasoline cars cause .... and .... pollution.
4. Horses pulling carts may .... through time.
5. Cart is used for transporting .... and ....
6. Bicycle increases the .... strength.

• Let your child choose other examples of means of transportation and discuss their advantages and disadvantages with him/her.

Lesson 3 Why People Need Transportation

Activity **Read and learn.**

- People use means of transportation to move from one place to another or to transport goods all around the world.

Why do people need transportation ?





1. Young people go to schools by bus.



2. Adults need transportation to go to work.





3. People need transportation to visit friends and family.





4. Transportation is used to move goods from where they are made to where they are sold.

Notes for parents

- Discuss why people need transportation with your child.
- **Integration of subjects :** Social studies (how transportation connects people) – English (reading and writing).
- **Life skills :** Collecting data – Observation – Verbal communication.

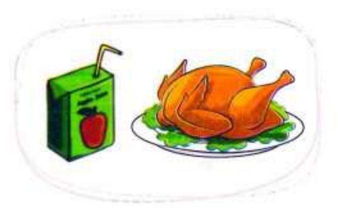
Lesson 4

Goods

Activity 1 **Read and learn, then answer the questions.**

Trade : It is buying or selling goods and services.

- **Goods** that we buy or sell : Food , Clothes , Furniture , ... etc.







- **Services** that we buy or sell : Sewing , building , ... etc.





- People **trade** (exchange) with each other to get the goods and services they want.
- People use **money** to make trade easier.



- In ancient times, before the concept of **money** even existed, people traded goods in exchange for other goods. This is called "**Bartering**"



- Discuss the meaning and importance of trade with your child.
- Tell your child how transportation makes trading easier.
- Discuss the difference between currency system and bartering with your child.

Transportation makes trade easier

• *Means of transportation help in trading goods through :*



• Complete :

1. Food, ... and ....are goods that we buy or sell.
2. Sewing and .... are services that we buy or sell.
3. To make trade easier, people use ....
4. People trade with each other to get the .... and .... they want.
5. The .... is exchanging goods for other things.
6. Means of transportation help in trading goods through water, ...
   and ....

• Put ✓ or ✗ :

1. In ancient times, people traded goods for money. ( )
2. Water transportation help in trading goods by planes. ( )
3. Transportation is used to move goods from where they are made to where they are sold. ( )

Notes for parents

Activity 2 Write "Barter" if the situation needs barter for trade or "Money" if the situation needs money for trade.





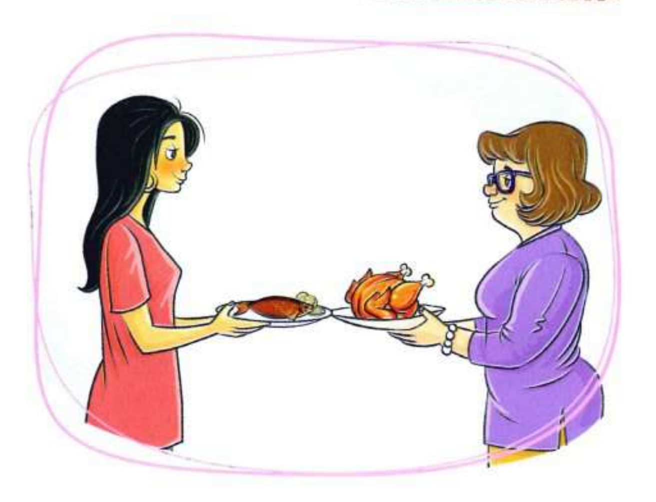
Ahmed paid L.E.15 for a ball.

....



Mona traded Rania a doll for a car.

....



Sara traded Soha a chicken for a fish.

....



Amged paid L.E.10 for vegetables.

....

- Help your child to differentiate between each situation if it needs barter or money.
- **Integration of subjects :** Social studies (exchanging goods for goods or money) – English (reading and writing).
- **Life skills :** Observation – Differentiation.



1. Meeting People's Needs

Activity **Read and learn, then answer the questions.**

A system : It is a set of things that work together to support movement of people and goods.

For example : **transportation system.**

Transportation systems work together to keep people and goods moving.

Transportation system : It is a collection of people and machines that work together to transport passengers and goods.

Types of transportation system

1 Land transport

Such as : Bicycles.

They are very useful for short journeys in good weather.

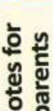
Cars and buses.

They transport people quickly in their communities.

Trains and trucks.

- They carry heavy goods.
- Trains carry passengers on long trips.





- Have a discussion with your child on the meaning of system and transportation system.
- **Integration of subjects :** Social studies (types of transportation) – English (reading and writing).
- **Life skills :** Collecting data – Verbal communication.

2 Water transport

Such as : Ships.

They carry goods and passengers across oceans, seas and rivers.



3 Air transport

Such as : Airplanes.

They are useful for traveling very long distances or over oceans quickly.



• Put ✓ or ✗ :

1. Cars and buses are very useful for short journeys in good weather. (   )
2. Ships carry goods across oceans. (   )
3. Airplanes transport people quickly over oceans. (   )
4. Bicycles transport people quickly in their communities. (   )
5. Trucks carry heavy goods. (   )

• Complete :

1. A .... is a set of things that work together for a common purpose.
2. Transportation systems work together to transport .... and ....
3. Ships carry .... and .... across oceans.
4. The means of transportation that are used for traveling very long distances are ....

• What does a "transportation system" mean ?

....

....

• Tell your child the different types of transportation systems.

2. Designing Transportation Systems

Activity (1) Read and learn.



- Engineers are trained to solve design challenges.
- One of design challenges is "improving transportation systems".
- Engineers must design a solution that meets the needs of the community.



The factors that engineers must consider when they design a transportation system :

1- Location

- They must think about where the transportation system is going to take passengers.
- They must think about how far the people using the system need to go.

2- Users

- They must think about who will use the system.
- They must decide if the system will need to transport people, goods or both.

3- Resources needed

They must think about machines and people needed to operate the transportation system.

Notes for parents

- Let your child identify the factors that engineers must consider when they design a transportation system.
- **Integration of subjects :** Social studies (types of transportation) – English (reading).
- **Life skills :** Collecting data – Verbal Communication.

4- Feedback

- They must think about how well the system is working.
- They must think about any issues.

Note

We can use feedback to change other factors and improve the system.



Now, Let's see an example of transportation system diagram.

Need

Around one million Egyptians live in North America. Design a transportation system that connects Egyptians to their family members and friends in Egypt.

↓

Type of transportation system

Airplanes.

↓



1- Location

Airport near a major city and if it is not in the city, we need buses or cars to reach the airport.

2- Users

Adults, children, pets and baggage.

3- Resources needed

Airports, airplanes, pilots and passengers.

4- Feedback

- Number of flights.
- People traveling.
- Accidents.

Activity 2 Fill the following diagram using an example of transportation system that is used on land or in water.

Need

....

....

↓

Type of transportation system

....

↓

1- Location

....

....

2- Users

....

3- Resources needed

....

....

4- Feedback

....

Notes for parents

- Help your child to choose an example of transportation system.
- **Integration of subjects :** Social studies (types of transportation) – English (reading and writing).
- **Life skills :** Critical thinking – Self-expression.

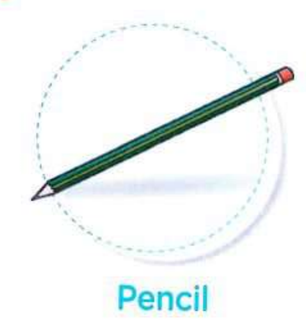


1. Floating Magnets

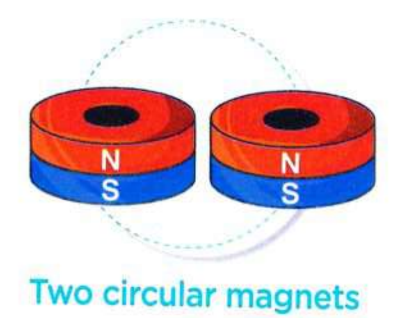
Activity Follow the steps to complete the activity, then answer the questions.

Note
Like poles repel and different poles attract.

Materials :



Pencil



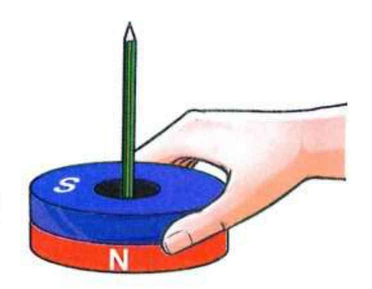
Two circular magnets

Steps :

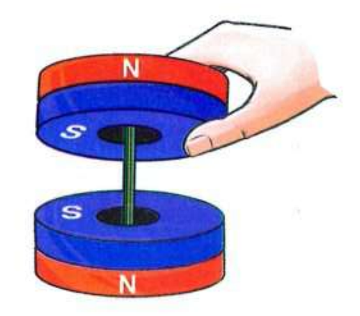
1. Hold the pencil upright on your disk.



2. Move one magnet along the pencil to place it, on the desk.



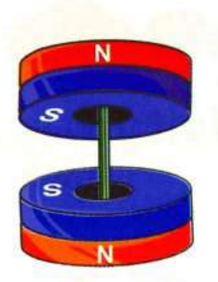
3. Move a second magnet onto the pencil.



- Help your child to do the activity by him/herself.
- Tell your child that like poles repel each other due to the magnetic field of the two magnets.
- **Integration of subjects :** Science (effects of magnets) – English (reading and writing).
- **Life skills :** Verbal communication – Observation.

Observation :

The second magnet floats in the air and it doesn't touch the first magnet forming a gap between them.



Conclusion :

Like poles repel each other due to the magnetic field of the two magnets forming a gap between them.

• Put ✓ or ✗ :

1. Like poles repel and different poles attract each other. ( )
2. Like poles attract each other due to the magnetic field of the two magnets. ( )

• Choose :

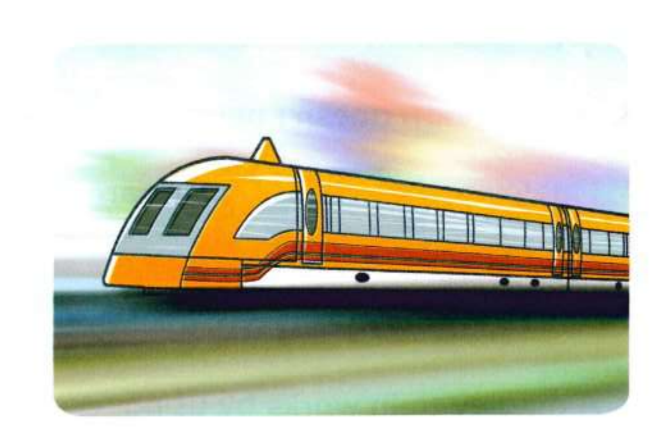
1. In the previous activity, the second magnet .... the first magnet.
   (touches – doesn't touch)
2. In the previous activity, ... is formed between two magnets.
   (gap – hole)
3. In the previous activity, the poles repel each other due to .... of the two magnets.
   (weight – magnetic field)

Notes for parents

2. Transportation Innovations

Activity **Read and learn, then answer the questions.**

Maglev train



- Maglev train means Magnetic Levitation train.
- It works by using powerful magnets which make the train float above tracks.
- It depends on the repulsion force (repel) between the powerful magnets.

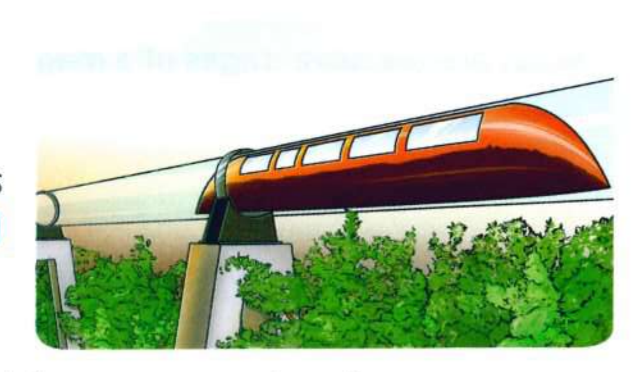
Advantages :

- It can move very fast (more than 480 kilometers per hour).
- It ensures a smooth and quiet ride.
- It doesn't cause pollution.

Disadvantage :

- It is expensive to build and operate.

Hyperloop



- The hyperloop system transports people and goods through Large tubes very fast.
- It works similarly to maglev train as it depends on repulsion force (repel) between the powerful magnets.

Advantages :

- It moves very fast (almost 1200 kilometers per hour).
- It doesn't need much energy to run.
- It doesn't cause pollution.

Disadvantages :

- It is too expensive.
- It is too difficult to build and operate.

- Help your child to identify advantages and disadvantages of maglev train and hyperloop.
- **Integration of subjects :** Science (effects of magnets) – English (reading and writing).
- **Life skills :** Collecting data – Verbal communication – Asking questions.

• Put ✓ or ✗ :

1. A maglev train moves very fast almost 1200 kilometers per hour. ( )
2. A maglev train makes pollution. ( )
3. A hyperloop doesn't need much energy to run. ( )
4. Maglev and hyperloop trains are too expensive. ( )

• Complete :

1. A maglev train works by using .... magnets which makes the train .... above tracks.
2. A maglev train depends on .... force between the powerful magnets.
3. A hyperloop train transports people and goods through ....
4. A hyperloop train doesn't need much .... to run.

• Answer the following questions :

1. What are the advantages of a maglev train ?

....

....

2. What are the disadvantages of a hyperloop ?

....

....

Notes for parents



The Parts Of The Computer

Activity (1) Read and learn, then answer the questions.



The basic parts of the computer

Monitor "the output device"

- It allows the user to see the results.



Keyboard "the input device"

- It is used to enter data into the computer.





- It consists of :

Central Processing Unit (CPU)

- It is the brain of the computer.
- It follows commands and manages information.
- It sends data to the output device.



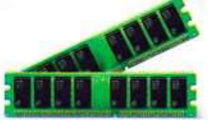
Motherboard

- It connects all the parts of a computer.



Memory "RAM"

- It stores the short term data, so the CPU can use it.





Storage "Hard drive"

- It stores the long term data like computer programs.



- Help your child to identify advantages and disadvantages of maglev train and hyperloop.
- **Integration of subjects :** Science (effects of magnets) – English (reading and writing).
- **Life skills :** Collecting data – Verbal communication – Asking questions.

Notes

- The short term data is temporary, so it will erase when the computer is powered off.
- The long term data is permanent, so it will not erase when the computer is powered off.

A computer system is composed of :

- **Hardware :** which includes a set of equipment such as the monitor, keyboard and computer case.
- **Software :** which includes a set of programs that work together to complete a task or a function.

• Put ✓ or ✗ :

1. A keyboard allows the user to see the result. ( )
2. A central processing unit is the brain of the computer. ( )
3. The long term data is temporary, while the short term data is permanent. ( )
4. A computer system is composed of hardware and software. ( )

• Complete :

1. A computer case consists of CPU, ... , ... and ....
2. A central processing unit follows .... and manages ....
3. In a computer system, ... sends data to the output device.
4. In a computer system, ... connects all the part of the computer.
5. In a computer system, ... stores the short term data and .... stores long term data.
6. The short term data is .... , so it .... when the computer is powered off.

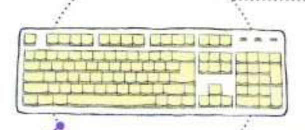
Notes for parents

• Have a discussion with your child about the short term data and the long term data.

Activity ② Read and learn.

The steps of calculating a simple multiplication problem on the calculator program from the storage of a computer.

First : Steps of opening calculator program from the storage of the computer.



Input

- The input device sends the command to the CPU.



CPU

- The CPU sends the command to the motherboard.



Motherboard

- The motherboard sends the command to storage.



Storage

- The storage sends the command to motherboard.



Motherboard

- The motherboard sends the command to output.

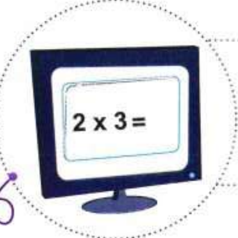


Output

- The output device shows the result.

- Tell your child how the parts of a computer work together to solve a multiplication problem.
- **Integration of subjects :** Information and communication technologies (functions of different computer components) – English (reading).
- **Life skills :** Collecting data – Verbal communication – Critical thinking.

Second : The steps of calculating a simple multiplication problem on the memory of a computer.



Input

- The input device sends the multiplication problem to the CPU.



CPU

- The CPU solves the problem and then sends the answer to the motherboard.



Motherboard

- The motherboard sends the answer to the memory.



Memory

- The memory sends the answer back to the motherboard.



Motherboard

- The motherboard sends the answer to the output device.



Output

- The output device shows the answer.

Notes for parents

- Let your child differentiate between the steps of opening calculator program from the storage of the computer and the steps of calculating a multiplication problem on the memory of the computer.

Lesson 8

1. My Turn

Activity **Read the following story, then answer the questions.**

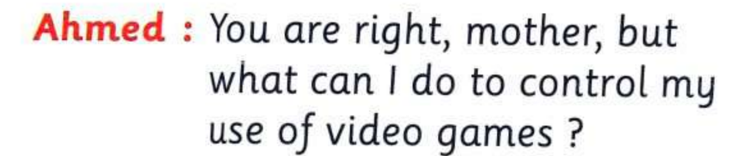
In the evening, Ahmed's family used to spend an hour talking to each other while Ahmed was playing video games on his phone.



Mother : Ahmed, you spend a lot of time playing video games!

Ahmed : Yes, mother, but I have fun when I play video games.

Mother : Yes, Ahmed, but you should not waste your time on video games because you will not have time to play with your friends and talk with us.



Ahmed : You are right, mother, but what can I do to control my use of video games ?



Mother : You should play a certain amount of time and play at a certain time of the day.

Ahmed : I promise you, mom, I will not waste my time on video games.

• Put ✓ or ✗ :

1. In the morning, Ahmed's family used to spend an hour talking to each other. ( )
2. Ahmed has fun when he plays video games. ( )
3. We should waste our time playing video games. ( )
4. We can control our use of video games by playing all the day. ( )

- Let your child read the story.
- Tell your child that we must not spend a lot of time on computers and phones and less time talking with others face-to-face.
- **Integration of subjects :** Social studies (ways of communication) – English (reading and writing).
- **Life skills :** Observation – Collecting data – Verbal communication.

2. Staying Connected

Activity **Read and learn, then answer the questions.**

Life without technology



We can communicate with others without technology by :

- Spending time with each other.
- Seeing and talking with each other.
- Visiting each other.

Life with technology



We can communicate with others with technology by :

- Phone calls.
- Video calls.
- E-mail.
- Texting messages.

• Put ✓ or ✗ :

1. We can communicate with each other with technology only. ( )
2. Phone calls, video calls and e-mail are examples of communication with others with technology. ( )

• Which way do you think helps you stay connected with others with technology or without technology or with both of them ? Why ?

....

....

....

Notes for parents

- Have a discussion with your child about the ways we communicate with others with technology and without technology.
- **Integration of subjects :** Social studies (ways of communication) – English (reading and writing).
- **Life skills :** Collecting data – Observation – Self-expression.

In the Assessment Book :
Try to answer :
Self-Assessments (9) & (10)

I Have Learned That

Technology :

It is a tool designed to solve a problem.

Communication tools are developed over time as :



Transportation are developed over time as :



Trade :

It is buying or selling goods and services.

When people exchange goods for other things this is called "Bartering"



Transportation helps in trading goods through :

Water by ships

Long distance by trucks and trains

Mountains by planes

Types of transportation system :

Examples of land transport :

Bicycle

Car & bus

Train

Truck

Example of water transport :

Ship

Example of air transport :

Airplane

Maglev train



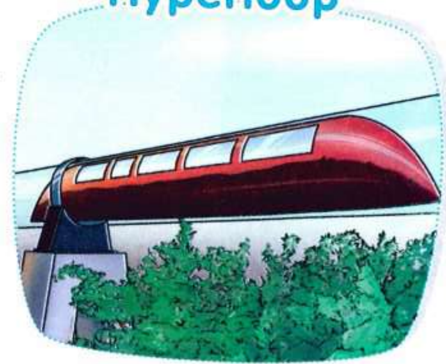
Advantages :

- It can move very fast (more than 480 kilometers per hour).
- It ensures a smooth and quiet ride.
- It doesn't cause pollution.

Disadvantage :

- It is expensive to build and operate.

Hyperloop



Advantages :

- It moves very fast (almost 1200 kilometers per hour).
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Disadvantages :

- It is too expensive.
- It is too difficult to build and operate.

The basic parts of the computer

- **Monitor "the output device"**
  It allows the user to see the results.

- **Keyboard "the input device"**
  It is used to enter data into the computer.



- **Computer case It consists of**

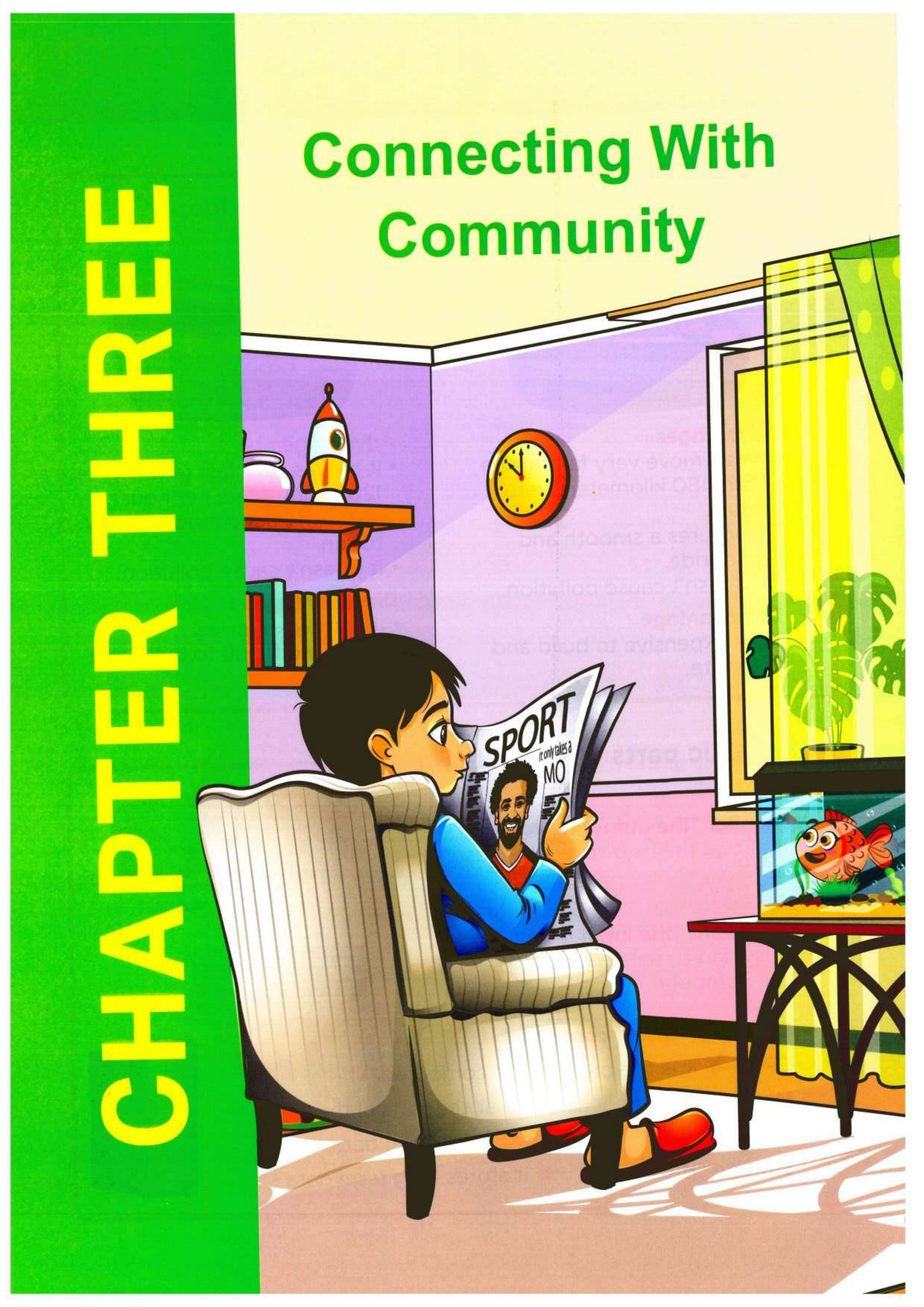
CPU → It is the brain of the computer.

Motherboard → It connects all the parts of the computer.

Memory "RAM" → It stores short term data.

Storage "Hard drive" → It stores long term data.




CHAPTER THREE
Connecting With Community
SPORT
it only takes a
MO

Learning outcomes

By the end of this chapter, your child will be able to :

- Predict how a newspaper helps people connect within a community.
- Identify elements of a news article.
- Script questions for interviewing a friend.
- Examine the structure of a news story.
- Write a news article about a member of the community.
- Write an article about an important news event in the community.
- Utilize strong opening and closing sentences in writing.
- Identify the characteristics of a strong public service message.
- Produce a public service message for the newspaper.
- Collaborate with a group to produce a newspaper.
- Contribute a piece of writing that shares information with the community.

Key vocabulary

- Byline
- Headline
- Reporter
- Layout
- Interview
- News event
- Public service message



1. Class Newspaper



Activity 1 **Read and learn, then answer the questions.**

Media : They are the means of communication with others on a large scale.

Examples :


Television


Radio



Newspapers




Magazines


Internet

Newspaper : It is a weekly or daily publication, consisting of folded sheets and containing articles on news, advertisements, ... etc.



A newspaper helps us stay connected to our community and to know what is happening around us.

Notes for parents

- Let your child read the information and answer the questions.
- **Integration of subjects :** English (reading and writing) – Vocational fields (identify and demonstrate good interpersonal skills).
- **Life skills :** Observation – Collecting data.

Reporters : People who write in newspapers.



• Complete :

1. Media are ....
....
2. From examples of media are television, ... ,
.... , ... and internet.
3. Newspaper is a weekly or daily publication consisting of ....
and containing articles on news.
4. .... are people who write in newspapers.
5. Newspaper helps us stay .... to our community.



• Discuss the importance of media (like newspapers, radio, television ... etc.) in our life with your child.

Activity ② Read the following information to know some parts (or items) of the newspaper, then answer the questions.


NEWSPAPER

01 / 03 / 2021 Monday №1864648

• ECONOMY • BUSINESS • TECHNOLOGY • CULTURE

Connecting with community

By : Amir Fahmy

ECONOMY BUSINESS:

Headline : It is the title of an article in the newspaper.

Byline : It is the name of the reporter.

A newspaper contains news of the weather, winds, rains, clouds, ... etc.


NEWSPAPER

01 / 03 / 2021 Monday №1864648

• ECONOMY • BUSINESS • TECHNOLOGY • CULTURE

Egypt

Weather 26 °C

Cairo	Alexandria	Luxor	Sharm El-Sheikh
20°	18°	26°	26°
16°	13°	19°	20°

ECONOMY BUSINESS:


NEWSPAPER

01 / 03 / 2021 Monday №1864648

• ECONOMY • BUSINESS • TECHNOLOGY • CULTURE

ECONOMY BUSINESS:

A newspaper contains sports news such as football, tennis, volleyball, swimming, ...etc.

A newspaper contains cartoons for fun, entertainment, ...etc.

Notes for parents

- Let your child read the information to identify some items in the newspaper.
- **Integration of subjects :** Social studies (communicate information with others) – English (reading and writing).
- **Life skills :** Verbal communication – Collecting data – Observation.



A newspaper contains advertisements for some products such as computers, washing machines, T.V., mobiles, home furniture, ... etc.

A newspaper contains world and local news, ... etc.



A newspaper contains news of famous persons such as Ahmed Zewail, Dr.Magdi Yacoub, Mohamed Salah, ... etc.

• Put ✓ or ✗ :

1. A byline is the name of the reporter. (   )
2. A headline is the title of an article in the newspaper. (   )
3. A newspaper contains cartoons and advertisements only. (   )
4. The name of the reporter is found at the beginning of the article. (   )
5. A newspaper contains news of some famous persons all around the world. (   )

• Let your child mention some other things in the newspaper that are interesting for him/her.

Activity (3) Read and learn, then answer the questions.

Article : It is a piece of writing about a topic or a person that is included in a newspaper or magazine or any other publication.



The most important parts of an article :

1. Headline.
2. Byline.
3. The person or topic we are talking about.
4. Conclusion.

Read the following article.

NEWSPAPER

01 / 03 / 2021 Monday — №1864648

HELPING MY COMMUNITY

By : Adam Samir

Who are the community helpers ?

Community helpers are people who live and work in our community, some examples of them are : doctors, nurses, teachers, bakers, cleaners, ... etc. We will talk about the cleaner Khaled Mohamed, who is an important person in our community. He cleans the street from garbage. He is a respectable man. He smiles at people as he takes garbage from them. We must respect him because he helps the community. We must help him by not throwing garbage in streets.



Notes for parents

- Discuss the importance of a cleaner and how can we help him to keep our community clean with your child.
- Let your child read the article and answer the questions.
- **Integration of subjects :** English (reading and writing) – Social studies (communication).
- **Life skills :** Respect others – Verbal communication.

Answer the following questions :

1. Who are community helpers ?

....

....

2. Mention some examples of community helpers.

....

....

3. Who is Khaled Mohamed ?

....

....

4. Describe the job of Khaled Mohamed in simple sentences.

....

....

5. How can we help the cleaner to keep our environment clean ?

....

....

• Put ✓ or ✗ :

1. An article is a piece of writing about a topic or a person that is found in newspapers or magazines. (   )
2. An article consists of the headline and byline only. (   )

• Help your child to tell you the meaning of an article and the most important parts of the article.

2. My Questions And Answers

Activity
- **Imagine you did an interview with your friend Ramy Amir.**
- **Read the following interview with Ramy Amir, then write an article about this interview.**

An interview :
It is a conversation in which a reporter asks questions that the subject of the interview answers and then a reporter uses the information gathered to write an article.

You : What is your name ?
Ramy Amir : My name is Ramy Amir.
You : How old are you ?
Ramy Amir : I am ten years old.
You : Where were you born ?
Ramy Amir : I was born in Cairo.



You : How many members are there in your family ?
Ramy Amir : 5 members.
You : What is your favorite subject ?
Ramy Amir : My favorite subject is science.
You : What is your favorite sport ?
Ramy Amir : My favorite sport is tennis.
You : Where did you spend your last summer vacation ?
Ramy Amir : In Sharm El-Sheikh.
You : What do you want to be when you grow up ?
Ramy Amir : I want to be a doctor.

Notes for parents
- Elicit the meaning of interview from your child.
- **Integration of subjects :** English (reading and writing) – Social studies (communicate information with others).
- **Life skills :** Collecting data – Asking questions – Verbal communication – Critical thinking.

The article

All about my friend

By : ....

My friend Ramy Amir is 10 years old.

....

....

....

....

....

Ramy Amir

....

....

....

....

....

....

He wants to be a doctor in the future.

• Let your child read the interview to write an article about this interview.

3. Community Member Interview

Activity Imagine that you did an interview with a famous person. Write an article about this interview and stick a photo of this famous person.

Headline : ....

By : ....

Stick here

....

....

....

....

....

....

....

....

....

....

....

....

....

....

Notes for parents

- Ask your child to imagine that he/she did an interview with a famous person to write an article about him/her.
- **Integration of subjects :** Social studies (using critical thinking skills) – English (writing).
- **Life skills :** Critical thinking – Asking questions – Collecting data.



1. Public Service Message

Activity **Match each picture with the suitable statement that creates a public service message.**



Healthy food protects from diseases.



Sports strengthen the body and mind.



Keep your school clean.



Collaboration is the first step to success.



A drop of water equals life.

- Let your child read each statement and match it with the suitable picture.
- Help your child to know that the purpose of the advertisement is something that improves our life or community.
- **Integration of subjects :** English (reading) – Economic and applied sciences (childhood development).
- **Life skills :** Observation – Verbal Communication.

2. Planning A Message

Activity **Draw and color a picture and write a simple sentence to create your own public service message.**

Draw and color

Write your sentence here

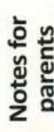
....

....

• Complete :

Your goal from the message is ....

....



- Let your child draw a public service message by him/herself.
- Help your child to know that the rules of advertisements are :
  - The message should be clear and easy to understand.
  - The message is supported by facts.
- **Integration of subjects :** Art (drawing and coloring) – English (reading and writing) – Economic and applied sciences (childhood development).
- **Life skills :** Creativity – Collaboration – Verbal communication.

In the Assessment Book :

Try to answer :

- Self-Assessment (11)
- Model Exams on Theme (4)

I Have Learned That

Media :

They are the means of communication with others on a large scale such as newspapers , magazines, ... etc.



Newspapers



Magazines

Newspaper :

It is a weekly or daily publication consisting of folded sheets and containing articles on the news , advertisements, ... etc.



Reporter :

People who write in newspapers.



Headline : It is the title of an article in the newspaper.

Byline : It is the name of the reporter.



NEWSPAPER

01 / 03 / 2021 Monday

№1064648

Connecting with community

By. Amir Fahmy

Community helpers are people who live and work in our community, some examples of them are doctors, nurses, teachers, bakers, cleaners, ... ect, we will talk about the cleaner Khaled Mohamed, who is an important person in our community who cleans the street from the garbage, he is a respectable man who smiles at people as he takes garbage from them and we must respect him because.

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n who smiles at people as he takes garbage from them and we must respect him

An article :

It is a piece of writing about a topic or a person that is included in a newspaper or magazine or any other publication.

The most important parts of an article :

(1) Headline.

(2) Byline.

(3) The person or topic we are talking about.

(4) Conclusion.

An interview :

It is a conversation in which a reporter asks questions that the subject of the interview answers and then a reporter uses the information gathered to write an article.





The Gift

My Story

 **Use the separate gift of puppets and follow the instructions below to write two different stories expressing the setting, the problem and the possible solution for each story.**

1

Press out the two puppets of Adam and Imhotep.





2

Press out the other two puppets of Mona and the doctor.



3

Stick each puppet to a straw.







4

Use the puppets with your family members to make the following two different stories in the next pages.

• Help your child to create two different stories and let him/her write the setting, the problem and a solution for that problem.

My first Story

Use the two puppets of Adam and Imhotep to imagine a story of Adam who feels sick and Imhotep who gives him help to feel better.



Characters

(Adam - Imhotep)

Setting

....

....

....

Problem

....

Possible solutions

....

....

....

My Second Story

Use the two puppets of the doctor and Mona to imagine a story of Mona who feels sick and the doctor who gives her help to feel better.



Characters

(Mona - Doctor)

Setting

....

....

....

Problem

....

Possible solutions

....

....

....

Glossary



THEME 3

How The World Works. ORIGINS

Chapter 1

Adaptation	تكيف
Adapt	يتكيف
Against	ضد
Analyzing	تحليل
Arctic zone	منطقة القطب الشمالي
Avoid	يتجنب
Beak	منقار
Biting	عض
Blend	يندمج/ينسجم
Blood vessels	أوعية دموية
Blubber	دهن
Bugs	البق
Camouflage	التمويه
Claws	مخالب
Clothespin	مشابك الغسيل
Cone shape	شكل مخروطى
Confuse	يربك
Creator	مبدع
Danger	خطر
Depend on	يعتمد على
Describe	يصف
Doubled	مزدوج
Dry	جاف
Enemies	أعداء
Environment	البيئة
Events	أحداث
Evidence	دليل
Eyesight	نظر
Feathers	ريش
Feeding	التغذية
Fluff	ينتفخ/ينفش
Functions	وظائف
Fur	الفراء
Habitat	موطن
Heavy	ثقيل
Inherited	وراثى
Insulator	عازل
Kittens	القطط الصغيرة
Layers	طبقات
Movement	حركة
Mud	طين
Muscles	عضلات
Neck	رقبة
Offspring	النسل
Origin	الأصل
Polar bear	دب قطبى
Polar zone	المنطقة القطبية
Predators	حيوانات مفترسة
Prey	فريسة
Protect	يحمى
Shell	صَدفة
Shortage	نقص
Sneak up	يتسلل
Snow	جليد
Source	مصدر
Spoon	ملعقة
Stick insect	الحشرة العصوية
Stripes	خطوط
Surrounding	المحيطة
Survive	يحيى/يعيش
Temperature	درجة الحرارة
Themselves	أنفسهم
Timeline	الجدول/الخط الزمنى
Traits	سمات
Tweezer	ملقط
Vibrate	يهتز
Whole world	العالم أجمع

Chapter 2

Accessories	إكسسوارات
Achievements	إنجازات
Battlefields	ساحات القتال
Characters	شخصيات
Consecutive	على التوالى
Description	وصف
Excellence	تفوق

Farmers	مزارعين
Field	حقل/مجال
Global	عالمى
Gradient	تدرج
Harvest	حصاد
Hexagon	شكل سداسى
Icon	أيقونة
Instruments	أدوات
Jewelry	مجوهرات
Manufacture	صناعة
Middle East	الشرق الأوسط
Minerals	معادن
Mummy	مومياء
Novelist	روائى
Palace	قصر
Papyrus	ورق بردى
Pottery	فخار
Pressing	ضغط
Props	دعائم
Raw materials	مواد خام
Religious ceremonies	طقوس دينية
Rocks	صخور
Rosetta Stone	حجر رشيد
Sculpture	تمثال
Silkworm	دودة القز
Sphinx	أبو الهول
State Award	جائزة الدولة
Supreme Council	المجلس الأعلى
Surgeon	جراح
Writer	كاتب

Chapter 3

Ailment	مرض
Ampoule	أمبولة
Apply	يطبق
Approach	نهج
Archaeologists	علماء الآثار
Articles	مقالات
Artistic work	عمل فنى
Better	أفضل
Blood pressure cuff	جهاز قياس ضغط الدم
Bothering	مُزعج
Check	يفحص
Church	كنيسة
Content	المحتوى
Contributions	مساهمات
Conversation	محادثة
Cures	يشفى
Department	قسم
Description	وصف
Dirty	مُتسخ
Discover	يكتشف
Diseases	أمراض
Documentaries	وثائق
Drill	مثقاب
Drowsy	النعاس
Egyptologist	عالم مصريات
Emergency	طوارئ
Encourage	يشجع
Encyclopedias	موسوعات
Evaluate	يُقيم
Examinations	فحوصات
Facts	حقائق
Famous	مشهور
Featured in	يعلن عنه
Fever	حُمى
Fiction	خيال
Fight	يقاتل
Focus	تركيز
Forceps	ملقط
Foundation	أساس
Germs	جراثيم
Handle	يتعامل مع
Headache	صداع الرأس
Hearts	قلوب
Heredity	وراثة
History	تاريخ
Hospital	مُستشفى
Humanitarian	محب للخير والإنسانية
Humanity	الإنسانية

Hurts	يؤلم
Identify	يحدد
Illness	مرض
Imhotep	إمحوتب
Injured	مجروح
Injury	إصابة
Interpret	يُفسر
Involve	يشارك
Knife	سكينة
Knowledge	معرفة
Laboratory	معمل
Lecture hall	قاعة المحاضرات
Lifetime	العُمر
Lungs	الرئتين
Materials	مواد
Medical staff	طاقم طبى
Medical tools	أدوات طبية
Medical	طب
Medicine	دواء
Metal	معدن
Mint	نعناع
Modern	حديث
Mosque	جامع
Newspaper	صحيفة
Nurse	مُمرضة
Observation	ملاحظة
Opinion	رأى
Options	خيارات
Organization	منظمة
Orphanage	دار أيتام
Otoscope	منظار الأذن
Outcome	نتيجة
Pain	ألم
Patient	مريض
Pediatrics	طب الأطفال
Person	شخص
Pharmacy	صيدلية
Physical therapy	علاج طبيعى
Pills	حبوب
Possible solutions	حلول ممكنة
Preserve	يُحافظ على
Primary sources	مصادر أولية
Problem	مشكلة
Provable	يمكن إثباته
Proven	مثبت
Pumping	ضخ
Record	يسجل
Reduce	يقلل/ينقص
Regularly	بشكل منظم
Reporter	مُراسل
Rope	حبل
Saws	مناشير
Scientific	علمى
Secondary sources	مصادر ثانوية
Significant	هام
Sore	التهاب
Specialists	متخصصين
Spells	نوبات
Spread	ينتشر
Stethoscope	السماعة الطبية
Stomach	معدة
Suggest	يقترح
Surgery	جراحة
Surgical	جراحى
Syringe	حقنة
Throat	حلق
Tomb	قبر
Towel	منشفة/فوطة
Treatment	علاج
True	حقيقة
Verified	مؤكد
Warm	دافئ
X-ray	الأشعة السينية

THEME 4

Communication. CONNECTIONS

Chapter 1

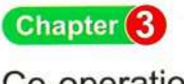
Attract	يجذب
Barn	مخزن الحبوب
Cabinets	خزائن
Cages	أقفاص
Cattle	ماشية
Communication	اتصالات
Crops	محاصيل
Dartboards	لعبة رمى السهام
Detect	كشف
Downward	لأسفل
Entire	كامل
Equipment	معدات
Fences	أسوار
Fertilize	يُخصب
Force	قوة
Gate	بوابة
Grain silos	صوامع الحبوب
Instead of	بدلاً من
Iron	حديد
Irrigate	يروى
Livestock	ماشية
Magnetism	المغناطيسية
Magnet	مغناطيس
Marble	بلية
Motion	حركة
Oxen	ثيران
Pasture	مرعى
Pen	حظيرة
Plows	محاريث
Pulling	سحب
Pushing	دفع
Raise	تُربى
Schedule	جدول
Scythes	مناجل
Separate	فصل
Soil	تربة
Tractors	جرارات
Upward	لأعلى
Wallets	محافظ
Wheelbarrow	عربة يدوية

Chapter 2

Above	أعلى
Accidents	حوادث
Adults	بالغين
Advantage	ميزة
Air pollution	تلوث الهواء
Airport	مطار
Allow	يسمح
Ancient	قديم
Baggage	أمتعة
Bartering	مقايضة
Basic	أساسية
Brain	عقل
Build	بناء
Buying	شراء
Calculating	حساب
Calculator program	برنامج الآلة الحاسبة
Cart	عربة يجرها حصان
Central processing unit	وحدة المعالجة المركزية
Certain	معين
Challenges	تحديات
Circular	دائرى
Commands	أوامر
Computer case	صندوق الحاسب الآلى
Computer	الحاسب الآلى
Control	تحكم
Data	بيانات
Designed	مُصممة
Development	تطوير
Difficult	صعب
Disadvantage	عيب

English	Arabic
Distance	المسافة
Easier	أسهل
Electric car	سيارة كهربائية
Energy	طاقة
Engineers	مهندسين
Erased	تمحى
Expensive	غالى الثمن
Factors	عوامل
Faraway	بعيد جدًا
Feedback	رد الفعل
Flights	رحلات الطيران
Float	تطفو
Gap	فراغ
Gasoline car	سيارة بنزين
Goods	بضائع
Hardware	أجهزة
Hold	علق
Hyperloop	قطار هايبرلوب
Imagine	يتخيل
Important	هام
Improving	تحسين
Increase	يزداد
Information	معلومات
Input device	جهاز إدخال
Journeys	رحلات
Keep	تحافظ على
Keyboard	لوحة المفاتيح
Location	موقع
Long term data	بيانات طويلة المدى
Machines	آلات
Maglev train	قطار ماجليف
Major	رئيسى
Manages	يدير
Meet our needs	يلبى احتياجاتنا
Memory	ذاكرة الحاسب الآلى
Money	مال
Monitor	شاشة الكمبيوتر
Motherboard	اللوحة الأم
Mountains	جبال
Multiplication	عملية ضرب
Must	يجب
Noise pollution	تلوث سمعى
Onto	على/فوق
Operate	عمل/تشغيل
Output device	جهاز إخراج
Parts	أجزاء
Passengers	الركاب
Permanent	دائم
Pets	حيوانات أليفة
Pilot	طيار
Powered off	قطع التيار الكهربى
Powerful	قوى
Programs	برامج
Promise	يوعد
Quiet	هادئ
Quill	قلم الريشة
Repulsion force	قوة التنافر
Resources	مصادر
Rest	يبقى
Results	نتائج
Ride	ركوب
Role	دور
Selling	بيع
Services	خدمات
Sewing	خياطة
Short term data	بيانات قصيرة المدى
Show	يظهر
Since	منذ
Smooth	مريح
Software	برمجيات
Storage	تخزين
Strength	قوة
System	نظام
Technology	تكنولوچيا
Temporary	مؤقت
Through time	عبر الزمن

Tired	متعب
Tool	أداة
Touch	يلمس
Trade	تجارة
Transportation	نقل
Trucks	شاحنات
Tubes	أنابيب
Typewriter	آلة كاتبة
Upright	مستقيم/وضع عمودى
Users	المستخدمون
Waste	يُضيع/يُهدر



Co-operation	تعاون
Collaboration	تعاون
Community helpers	مساعدو المجتمع
Daily	يومى
Decide	يقرر
Final	أخير
Headline	عنوان
Interview	مقابلة
Large scale	نطاق واسع
Local news	أخبار محلية
Magazines	المجلات
Media	وسائل الإعلام
Members	أفراد
Mind	عقل
Products	منتجات
Publication	النشرة
Public service message	رسالة الخدمة العامة
Strengthen	يقوى
Title	عنوان
Topic	موضوع
Variety	تنوع
Weather	طقس
Weekly	أسبوعى
World news	أخبار العالم



DISCOVER

By A Group of Supervisors

THIS ASSESSMENT BOOK

Includes Three Parts

Part 1 | Self-Assessments (Page 3)

Include :

- Self-assessments on each chapter.
- Model exams on each theme.
- Monthly tests.



Part 2 | Final Examinations (Page 27)

Include :

- El-Moasser final examination models.

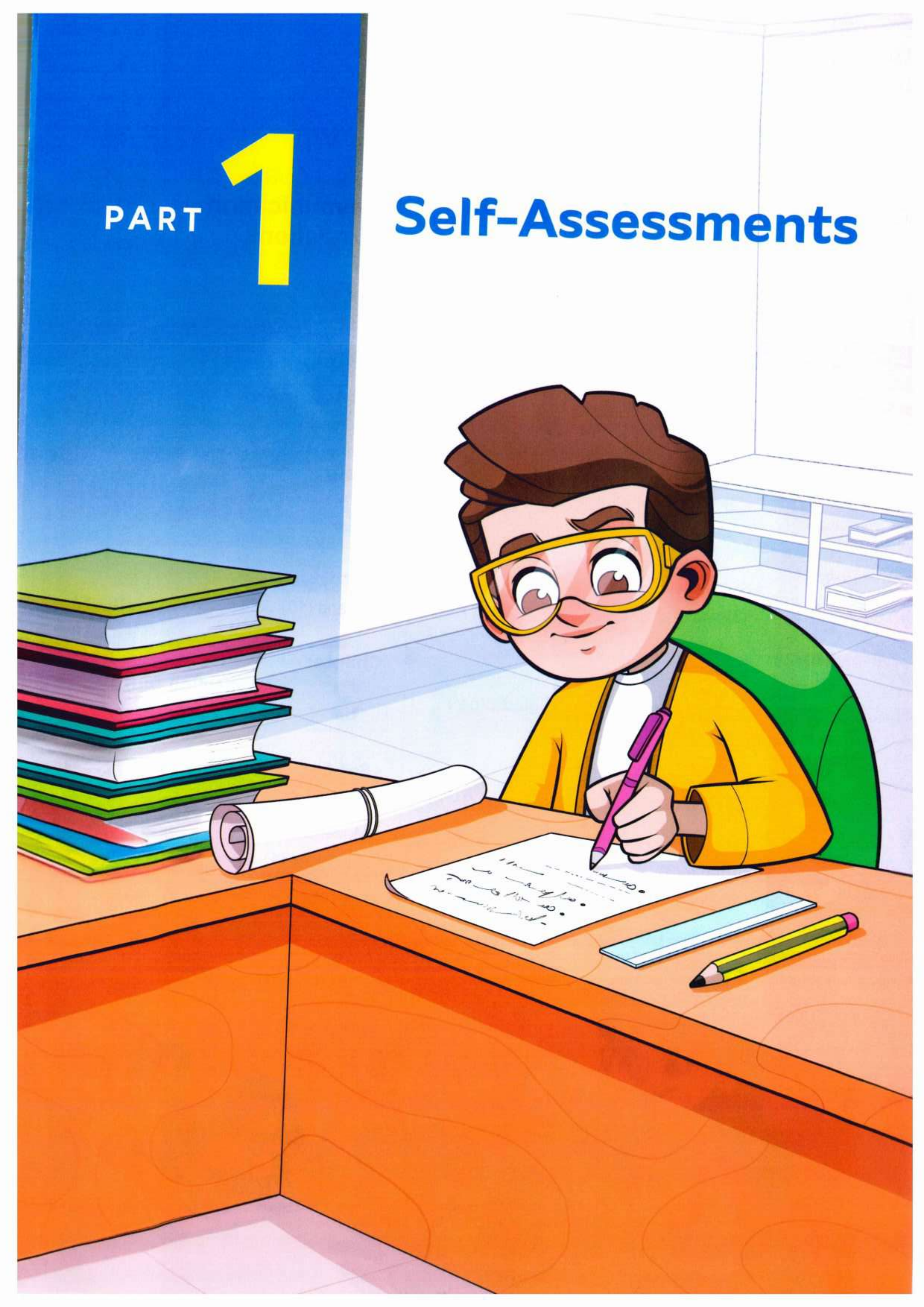


Part 3 | Guide Answers (Page 41)

Include :

- Guide Answers of part (1) "Self-Assessments".
- Guide Answers of part (2) "Final Examinations".





PART 1

Self-Assessments

Contents of Part One | Self-Assessments



Self-Assessments

On Theme 3 - Chapter 1

Self-Assessment 1

1 **(A) Put (✓) or (✗) :**

1. Inherited traits are not passed from parents to their babies. (   )
2. The white fur helps the polar bear to survive in the Arctic zone. (   )
3. Egret bird has a spoon beak. (   )

(B) Who Am I ...?

An animal has a white fur and live in Arctic zone. (....................)

2 **(A) Choose from column (B) what suits it in column (A) :**

(A)	(B)
1. Some Arctic birds fluff their	a. the food they eat.
2. The stick insect has a sticky shape that helps it	b. feathers to trap warm air near their bodies.
3. Birds differ in shapes of their beaks according to	c. blend in with the sticks of the plants to be protected from enemies.

1. .... 2. .... 3. ....

(B) Complete the following paragraph by using the words below :

(writing – parents – offspring)

Inherited traits are passed from .... to their .... such as eye color, while not inherited traits are learned and developed such as ....

3 **Complete the following sentences below each picture by using the words below :**

(scissor – tweezer – clothespin)

1. It has .... beak.
2. It has .... beak.
3. It has .... beak.

Self-Assessment 2

1 **(A) Complete the following sentences using the words below :**

(traits – source – blubber)

1. Origin is used to describe the .... or cause of something.
2. Each animal has .... that help it survive and adapt its habitat.
3. Polar bear has layers of fats and .... to keep it warm.

(B) Give an example for inherited traits in human.

....

2 **(A) Choose the correct answer :**

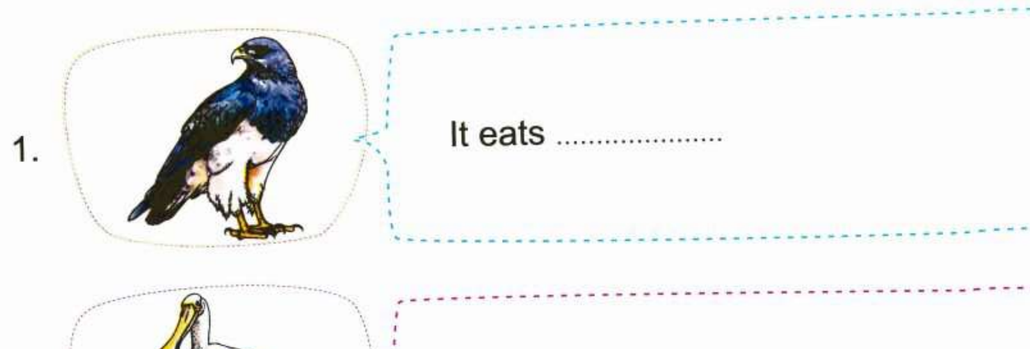
1. Egret has a .... beak.
   a. tweezer b. spoon c. scissor
2. Goldfinch eats ....
   a. fish. b. insects. c. seeds.
3. Hair color and .... are from inherited traits.
   a. writing b. mouth shape c. reading

(B) Mention the trait that helps a turtle to protect it against its enemies.

....

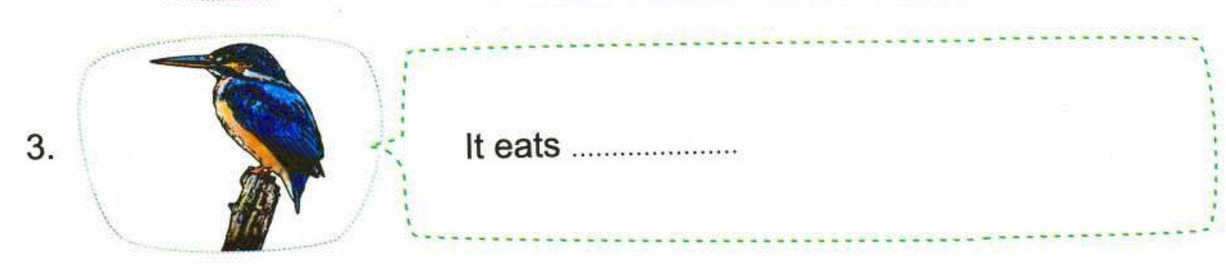
3 **Complete the following sentences beside each picture using the sentences below :**

(fish and insects – small fish and small plants in water – meat of animals)

1. 

It eats ....

2. It eats ....

3. 

It eats ....

Self-Assessments
On Theme 3 - Chapter 2

Self-Assessment 3

1 (A) Put (✓) or (✗) :

1. Colors were important to ancient Egyptians. (   )
2. We can get cotton from sheep. (   )
3. King Tutankhamun has a body of lion and a head of human. (   )

(B) Write three examples of clothes that we can use in hot climate.

1. ....
2. ....
3. ....

2 (A) Choose from column (B) what suits it in column (A) :

(A)	(B)
1. The sphinx is	a. global heart surgeon sculpture.
2. Magdi Yacoub is	b. very big sculpture and made of stone.
3. The origin of paint colors are from	c. natural minerals found in the rocks.

1. .... 2. .... 3. ....

(B) Complete the following paragraph by using the words below :

(light – blending – dark)

Color gradient is the gradual .... from one color to another or from .... to .... of the same color.

3 Write the name of each of the following pictures by using the words below :

(Rosetta Stone – Lion sculpture – Baron's Palace)



1. ....



2. ....

3. ....

Self-Assessment 4

1 (A) Choose the correct answer :

1. Ancient Egyptians used .... main colors.
   a. six b. two c. ten
2. Silkworms are the source of ....
   a. wool. b. cotton. c. silk.
3. The sculpture of Tutankhamun is made of ....
   a. stone. b. gold. c. bronze.

(B) Mention the six main colors.

1. .... 2. ....
3. .... 4. ....
5. .... 6. ....

2 (A) Complete the following sentences using the words below :

(drawing – fine dust – gradient)

1. The gradual blending from one color to another or from dark to light of the same color is called ....
2. Patterns can be used for ....
3. Ancient Egyptian artists grind the minerals into .... and then mix them with a kind of glue to form paint colors.

(B) What is the animal that gives us wool to make clothes ?

....

3 Write the name of each of the following geometric shapes :

1. .... 2. .... 3. ....

Self-Assessments

On Theme 3 - Chapter 3

Self-Assessment 5

1 **(A) Put (✓) or (✗) :**

1. Fact is something told or written and is not true. ( )
2. Edwin Smith Papyrus is dated between 1500 – 1700 BCE. ( )
3. We must wash our hand with water only to avoid getting sick. ( )

(B) Write each of the following medical tools in front of its use :

(Thermometer – Stethoscope – X-ray image)

1. It is used to look at bones inside your body. (....................)
2. It is used to measure your body temperature. (....................)
3. It is used to listen to your heart and lungs. (....................)

---

2 **(A) Complete the following sentences using the words below :**

(archeologists – opinion – heredity)

1. .... is what a person believes or feels.
2. Nagwa Abd El-Meguid studies .... and how traits are passed from parents to their children.
3. People who study the past using artifacts are called ....

(B) Look at the following pictures, then choose the correct answer :

1. Mansuri hospital is an example of hospitals ....
(in the past – now)

2. Magdi Yacoub Heart Foundation is an example of hospitals ....
(in the past – now)

3 Write the name of each of the following medical tools using the words below :

(Stethoscope – Otoscope – Thermometer – Blood pressure cuff)

1. …………………… 2. …………………… 3. …………………… 4. ……………………

Self-Assessment 6

1 (A) Choose from column (B) what suits it in column (A) :

(A)	(B)
1. Medical saws are used ………………	a. true and can be verified or proven.
2. Fact is anything that is ………………	b. look into the ears.
3. Otoscope used to ………………	c. for surgery.

1. ……………………………… 2. ……………………………… 3. ………………………………

(B) Who Am I …?

I won the World Health organization for Humanitarian service. (…………………)

2 (A) Put (✓) or (✗) :

1. Thermometer is used to measure your body temperature. ( )
2. Edwin Smith Papyrus is considered a secondary source. ( )
3. Magdi Yacoub is known for his study of the heart. ( )

(B) Circle medical tools from the following :

(Thermometer – X-ray image – Papyrus – Otoscope)

3 Put (P) in front of primary sources and (S) in front of secondary sources for each of the following :

1. Books. ( )
2. Articles. ( )
3. Edwin Smith Papyrus. ( )
4. An interview with a famous person. ( )
5. Photographs of family members. ( )

Model Exams
on Theme Three

Total mark
/ 15

Model Exam 1

1 (A) Put (✓) or (✗) : *(5 marks)*

1. Eagle eats seeds and has scissor beak. ( )
2. We can get wool from sheep. ( )
3. Magdi Yacoub won many awards such as The World Health organization for Humanitarian service. ( )
4. An interview with a famous person is a secondary source. ( )

(B) Who Am I ...?

I won the L'Oréal UNESCO Award for women in science for Africa and the Middle East. (....................)

---

2 (A) Choose the correct answer : *(5 marks)*

1. .... is from inherited traits.
   a. Reading b. Skin color c. Writing
2. The sculpture that has a body of lion and a head of human is ....
   a. sphinx. b. king Tutankhamun. c. lion.
3. Edwin Smith Papyrus describes almost .... term for body parts.
   a. 500 b. 100 c. 10
4. X-ray image used to look at .... inside the human body.
   a. bones b. temperature c. lungs

(B) Look at the following picture, then choose the correct answer :

1. Textbooks are considered ....
   (primary sources – secondary sources)
2. Arctic animals have many adaptations to keep their bodies warm such as ....
   (having blubber – wearing clothes)

Adaptation in Arctic Animals

3 **(A) Complete the following sentences using the words below :** *(5 marks)*

(rabbit – giraffe – hedgehog – turtle)

1. The large ears of .... help it to hear and avoid danger.
2. The shell of .... protects it against enemies.
3. The tall neck of .... helps it to reach the leaves of tall trees for feeding.
4. The spines of .... protect it against its enemies.

(B) Write each of the following source in front of each sentences :

(Sheep – Silkworm)

1. It gives us the wool material. (....................)
2. It gives us the silk material. (....................)

Total mark
15

Model Exam 2

1 **(A) Complete the following sentences using the words below :** *(5 marks)*

(heart – beaks – training – suringe)

1. Hospitals now provide .... for doctors and nurses.
2. The .... is used to give shots.
3. Stethoscope is used to listen to .... and lungs.
4. Birds differ in the shape of their .... according to the food they eat.

(B) Circle inherited traits from the following traits :

(Reading – Mouth shape – Hair color – Nose shape – Writing – Zebra's stripes)

2 **(A) Choose from column (B) what suits it in column (A) :** *(5 marks)*

(A)	(B)
1. Camouflage is the act of blending into	a. traits to survive in their habitat.
2. Some animals depend on their	b. a primary source.
3. The Edwin Smith Papyrus is	c. the environment through the use of colors or patterns.
4. Riding a bicycle is	d. not inherited trait.

1. .... 2. .... 3. .... 4. ....

(B) Complete the following paragraph using the words below :

(places – past – artifacts)

Archeologists are people who study the .... using ....
they often discover the artifacts by carefully examining ....
where people used to live long ago.

---

3 (A) Put (✓) or (✗) :

(5 marks)

1. The spines protect turtle against its enemies. ( )
2. The blubber in polar bear is thick fat with many blood vessels. ( )
3. Wren birds eat fish and insects. ( )
4. Drinking warm tea which make your throat feel better is considered fiction. ( )

(B) Write the type of beak in eagle bird and mention its food

1. The eagle has beak like ....
2. Food of eagle is ....



Self-Assessments

On Theme 4 - Chapter 1

Self-Assessment 7

1 **(A) Put (✓) or (✗) :**

1. The force can cause an object to start moving, stop or change its direction ( )
2. Magnet can attract all objects. ( )
3. There are many uses of magnet in our daily life. ( )

(B) Mention one example of objects that are attracted to magnet.

....

2 **(A) Choose the correct answer :**

1. Magnets can attract all the following, <u>except</u> ....
   a. iron. b. paper. c. cobalt.
2. Forces may be ....
   a. pushing force only. b. pulling force only. c. pushing or pulling forces.
3. We can stick a note to a refrigerator with a ....
   a. wood. b. magnet. c. nail.

(B) Who Am I ...?

I can attract objects that contain iron metal, cobalt metal and nickel metal.

(....................)

3 **Match :**



1. Pushing force

2. Pulling force

a. 

b. 

Self-Assessment 8

1 (A) Complete the following sentences using the words below :

(pulling – magnet – cobalt)

1. Magnet can attract objects that contain ....
2. Forces may be pushing forces or .... forces.
3. Powerful .... can help separate some metals that can be recycled from other garbage.

(B) Who Am I ... ?

I am a type of force that football players use me to move the ball. (....................)

2 (A) Put (✓) or (✗) :

1. If you catch a moving ball, the ball stops its motion. ( )
2. Magnet can attract paper. ( )
3. Pulling force is used when a horse pulls a cart. ( )

(B) Mention one use of the magnet in our daily life.

....

3 Circle the objects that magnet can attract :


Iron nail



Book


Ball


Plastic cup


Iron key


Paper clip

Self-Assessments

On Theme 4 - Chapter 2

Self-Assessment 9

1 **(A) Choose the correct answer :**

1. .... increases the muscles strength and keeps the environment clean.
   a. Gasoline car b. Bicycle c. Electric car
2. People use .... to make trade easier.
   a. money b. goods c. clothes
3. .... connects all the parts of the computer.
   a. Memory b. Monitor c. Motherboard

(B) What happens when you put two like poles of two magnets close to each others ?

....

2 **(A) Choose from column (B) what suits it in column (A) :**

(A)	(B)
1. The computer system is composed of	a. a smooth and quiet ride.
2. We can communicate with others with technology by	b. hardware and software.
3. Maglev train ensures	c. texting messages and video calls.

1. .... 2. .... 3. ....

(B) Mention an example of air transportation.

....

3 **Write the name of each of the following pictures using the words below :**

(Keyboard – Computer case – Motherboard – Memory "RAM")

1. .... 2. .... 3. .... 4. ....

Self-Assessment 10

1 **(A) Put (✓) or (✗) :**

1. Gasoline car causes air pollution and it is expensive. (   )
2. Transportation is used to move goods from where they are made to where they are sold. (   )
3. Hyperloop works by using powerful magnets which make the train float above tracks. (   )

(B) Complete the following diagram :

Computer system is composed of

1. **Hardware** which includes a set of equipment such as .... , ... and keyboard.
2. **Software** which includes a set of .... that work together to complete a task or function.

2 **(A) Complete the following sentences using the words below :**

(bartering – technology – bicycle)

1. Exchanging goods for other goods is called ....
2. A tool designed to solve a problem is called ....
3. The .... can increase the muscles strength.

(B) Mention two types of trains that depend on repulsion force of powerful magnets :

1. ....   2. ....

3 **Arrange the following pictures from the oldest to newest :**



Mobile
(....)



Pen
(....)



Typewriter
(....)



Quill
(....)

Self-Assessments

On Theme 4 - Chapter 3

Self-Assessment 11

1 (A) Put (✓) or (✗) :

1. Headline is the name of the reporter. ( )
2. A newspaper may contain sports news, local news and cartoons. ( )
3. Doctors, nurses and teachers are examples of community helpers. ( )

(B) Who Am I ...?

I am a weekly or daily publication, consisting of folded sheets and containing articles on news, advertisements, ... etc. (....................)

2 (A) Complete the following sentences using the words below :

(media – reporters – headline)

1. The means of communication with others on a large scale are called ....
2. People who write in newspapers are called ....
3. The title of an article in the newspaper is called ....

(B) Choose from column (B) what suits it in column (A) :

(A)	(B)
1. A newspaper helps us stay	a. headline, byline, the person or topic we are talking about and conclusion.
2. The most important parts of an article are	b. connected to our community and to know what is happening around us.

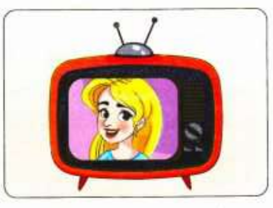
1. .... 2. ....

3 Circle the examples of media :



Newspapers


Ship


Television


Airplane


Internet

Model Exams
on Theme Four

Model Exam 1

Total mark
___
15

1 (A) Put (✓) or (✗) : *(5 marks)*

1. In the computer, the hard drive stores the short term data. ( )
2. Electric car is more expensive than gasoline car. ( )
3. Airplanes are very useful for short journeys in good weather. ( )
4. A newspaper contains news of some famous persons all around the world. ( )

(B) What is the part of the computer that allows the user to see the results ?

....

2 (A) Complete the following sentences using the words below : *(5 marks)*

(ships – temporary – feedback – article)

1. We can use .... to change other factors and improve the system.
2. The short term data is ...., so it will erase when the computer is powered off.
3. In the interview, the reporter use the information gathered to write an ....
4. Water transportation help in trading goods by ....

(B) Complete the sentences below each picture by writing "goods" or "service" :



1. Clothes are ....



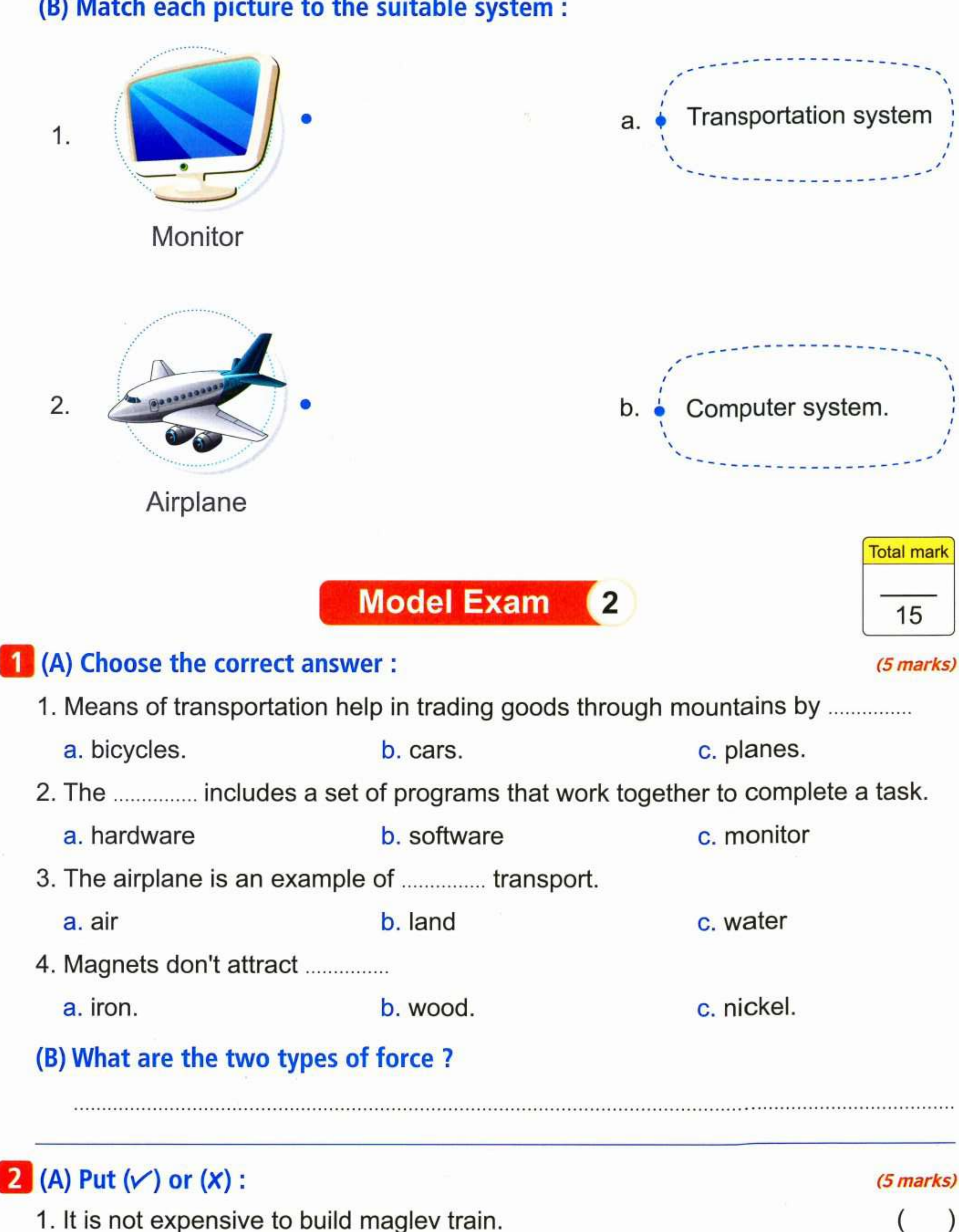
2. Building is ....

3 (A) Choose from column (B) what suits it in column (A) : *(5 marks)*

(A)	(B)
1. Magnets are used to	a. the user to see the results.
2. Transportation system is a collection of people and machines	b. keep wallets and boxes closed.
3. Monitor of the computer allows	c. work together to transport passengers and goods.
4. Byline is	d. The name of the reporter.

1. .... 2. .... 3. .... 4. ....

(B) Match each picture to the suitable system :



1. Monitor • 	a. • Transportation system

2. Airplane • 	b. • Computer system.

Model Exam 2

Total mark

15

1 **(A) Choose the correct answer :** *(5 marks)*

1. Means of transportation help in trading goods through mountains by ....
   - a. bicycles. b. cars. c. planes.
2. The .... includes a set of programs that work together to complete a task.
   - a. hardware b. software c. monitor
3. The airplane is an example of .... transport.
   - a. air b. land c. water
4. Magnets don't attract ....
   - a. iron. b. wood. c. nickel.

(B) What are the two types of force ?

....

2 **(A) Put (✓) or (✗) :** *(5 marks)*

1. It is not expensive to build maglev train. ( )
2. Headline is the name of the reporter. ( )
3. Magnet can attract iron. ( )
4. Train and bicycle are examples of land transportation. ( )

(B) Who Am I … ?

I am a piece of writing about a topic or a person that is included in a newspaper or magazine or any other publication. (..................)

---

3 (A) Classify the following sentences in the table below : *(5 marks)*

(It doesn't need much energy to run – It ensures a smooth and quiet ride – Its speed is more than 480 kilometers per hour – Its speed is almost 1200 kilometers per hour)

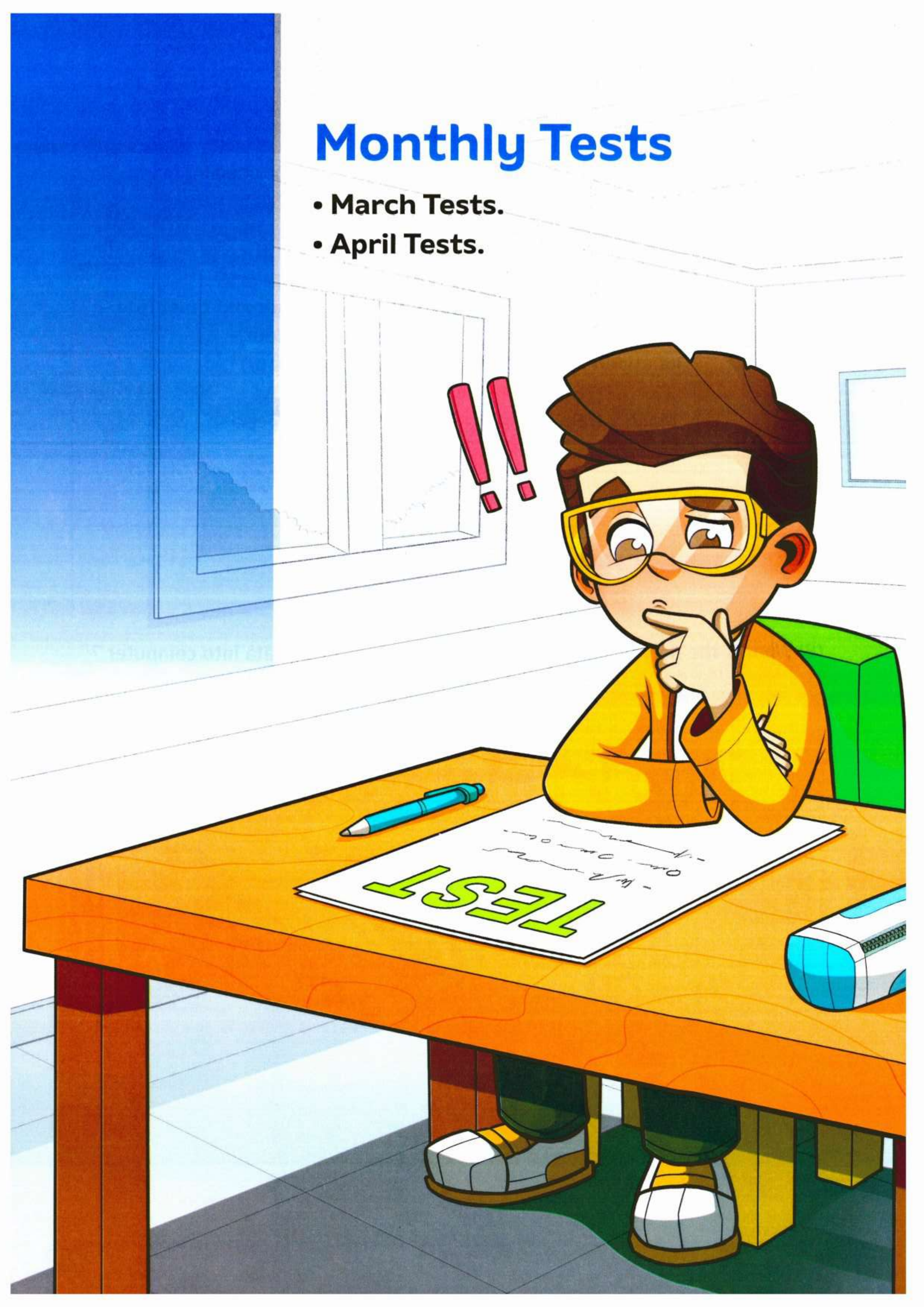
Maglev train	Hyperloop
1.	3. ....
2.	4. ....

(B) What is the part of the computer that is used to enter data into computer ?

....

Monthly Tests

- March Tests.
- April Tests.



March Tests



Total mark
——
10

(5 marks)

1 **(A) Describe each of the following sentences use the words "fact, opinion or fiction" :**

1. Going to the doctor when you feel sick. (........................)
2. Drinking warm tea which make your throat feel better. (........................)
3. Using a cold towel on the head to reduce the high temperature. (........................)
4. Eating healthy food is the best thing you can do for your body. (........................)

(B) Circle the main colors from the following :

(Brown – Red – Purple – Yellow – White)

2 **(A) Put (✓) or (✗) :** (5 marks)

1. Edwin Smith Papyrus is a secondary source. (   )
2. Dr. Nagwa Abd El-Meguid studies heredity. (   )
3. Cactus plants have thorns to protect them from animals. (   )
4. Drawing and music are different types of art. (   )

(B) Classify the following clothes according to the cold climate and hot climate :

(Gloves – Short – Ice cap – Slippers)

Hot climate	Cold climate
....	....
....	....

Model 2

Total mark
——
10

1 **(A) Complete the following sentences using the words below :** (5 marks)

(feathers – Earth – spoon – primary)

1. An interview with a famous person is a .... source.
2. Some Arctic birds fluff their .... to trap warm air near their bodies.
3. The beak of a pelican looks like ....
4. Ancient Egyptians made different colors from natural minerals found in the rocks of the ....

(B) Write the type of beak in owl bird and mention its food.

1. The owl has beak like ....
2. Food of owl is ....

2 (A) Match each bird to its suitable food : *(5 marks)*

(A) Bird	(B) Food
1. Spoonbill bird.	a. Meat of animals.
2. Eagle bird.	b. Small fish and small plants.
3. Heron bird.	c. Seeds.
4. Goldfinch bird.	d. Fish and insects.

1. .... 2. .... 3. .... 4. ....

(B) Put (✓) or (✗) :

1. The stick insect has a sticky shape of plant. ( )
2. Medical saws are used to make pills. ( )

EL-MOASSER

Your Way to Success



April Tests

Total mark

——

10

Model 1

1 (A) Put (✓) or (✗) : *(5 marks)*

1. Cars and buses are examples of air transport. ( )
2. Force can be used to cause an object to start moving, stop or change direction. ( )
3. Magnets can attract iron metal. ( )
4. Motherboard connects all parts of the computer. ( )

(B) What is the part of computer that stores long term data ?

....

2 (A) Choose the correct answer : *(5 marks)*

1. In the computer system, ... sends data to the output device.
   a. CPU b. Keyboard c. monitor
2. Paper clip can be attracted to ....
   a. wood. b. magnet. c. paper.
3. The .... ensures a smooth and quiet ride.
   a. bicycle b. ship c. maglev train
4. Iron, ... and nickel are metals that can be attracted to magnet.
   a. cobalt b. paper c. wood

(B) Complete the sentences using the words "pushing" or "pulling" to describe the forces you observe :

1. The farmer is .... the wheelbarrow.

2. The child is .... the toy car.

PART 1

Total mark

___
10

Model 2

1 (A) Complete the following sentences using the words below : *(5 marks)*

(monitor – magnet – bus – attract)

1. The .... is an example of land transport.
2. We can use .... to make blocks or train cars stick together.
3. We can .... iron nails by using magnets.
4. The part of computer that allows the user to see the results is ....

(B) Match each technology to the suitable type :

1.  •



a. • Transportation

2.  •

b. • Communication

2 (A) Choose from column (B) what suits it in column (A) : *(5 marks)*

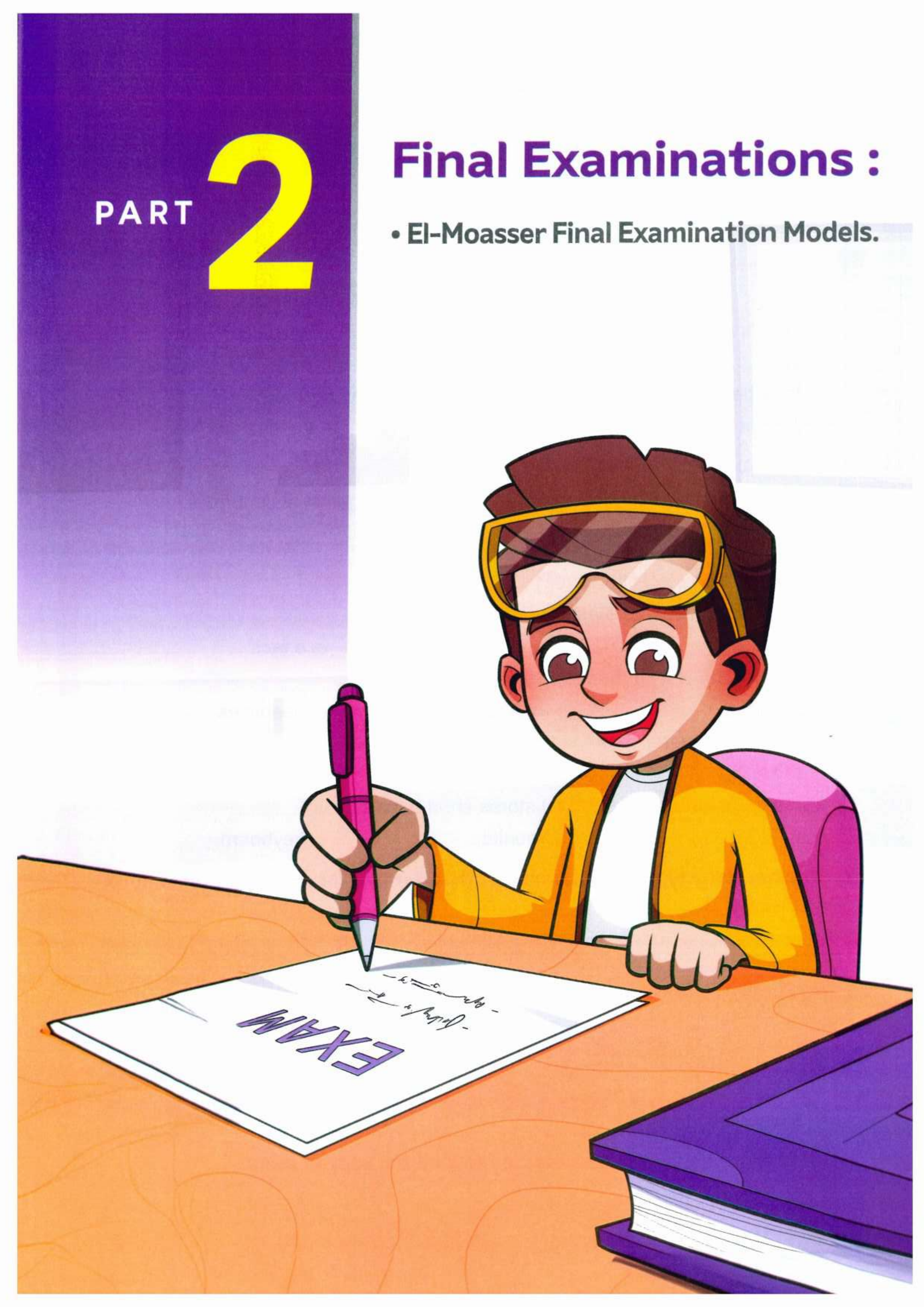
(A)	(B)
1. Like poles repel each other	a. is pushing force.
2. In the computer, the keyboard	b. is used to enter data into the computer.
3. The type of force that is used to move a ball	c. due to magnetic field.
4. One of advantages of bicycle is that	d. it does not cause pollution.

1. .... 2. .... 3. .... 4. ....

(B) Mention one use of magnets in our daily life.

....

....



PART 2

Final Examinations :

- El-Moasser Final Examination Models.

El-Moasser Final Examination Models

Model Exam 1

1 (A) Complete the following sentences using the words below :

(thick white fur – cobalt – trade – primary)

1. An interview with famous person is considered .... source.
2. The .... is buying or selling goods and services.
3. Polar bear has .... that helps it to survive in Arctic zone.
4. Magnet can attract .... metal.

(B) Who Am I ... ?

I am an animal and I have a shell to protect me against my enemies.

(.........................)

2 (A) Choose the correct answer :

1. "Skin protects our bodies". This is considered as ....
   a. a fiction. b. an opinion. c. a fact.
2. People who write in newspapers are called ....
   a. articles. b. reporters. c. headlines.
3. .... is among inherited traits.
   a. Writing b. Skin color c. Reading
4. In the computer, the part that stores short term data is ....
   a. RAM. b. monitor. c. keyboard.

(B) What is the type of land transport that is useful for short journeys in good weather ?

....

3 (A) Put (✓) or (✗) :

1. T-shirt is from clothes that is used in hot climate. ( )
2. Headline is one of the most important parts of an articles. ( )
3. The sculpture of Magdi Yacoub is made of air. ( )
4. A piece of glass can be attracted to the magnet. ( )

(B) Why are the bug's eyes confused toward the body of zebras ?

....

Model Exam 2

1 (A) Choose from column (B) what suits it in column (A) :

(A)	(B)
1. The sculpture of Naguib Mahfouz is made of	a. source or cause of something.
2. Cobalt is a metal	b. buying or selling goods and services.
3. The origin is the	c. bronze.
4. We can trade by	d. that can be attracted to magnet.

1. .... 2. .... 3. .... 4. ....

(B) Complete the following paragraph by using the words below :

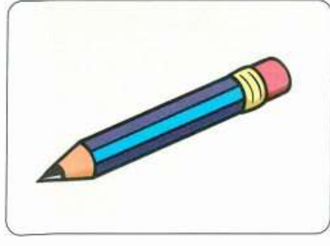
(colors – blending – patterns)

Camouflage is the act of .... into the environment through the use of .... or ....

2 (A) Choose the correct answer :

1. Ancient Egyptian artists use paint colors from natural minerals found in the ....
   a. clothes. b. water. c. rocks.
2. In the computer, the part that is used to enter data into computer is ....
   a. monitor. b. keyboard. c. motherboard.
3. The sculpture of the sphinx is made of ....
   a. stone. b. gold. c. bronze.
4. People can transport goods through land by ....
   a. truck. b. ship. c. airplane.

(B) Complete the following sentences by "attracts" or "doesn't attract" :





1. Pencil .... to the magnet. 2. Iron nail .... to the magnet.



3 (A) Put (✓) or (✗) :

1. Some inherited traits help living organisms to die. ( )
2. Forces can be pushing or pulling forces. ( )

3. Birds differ in the shapes of their beaks according to the food they eat. ( )
4. Building is an example of goods. ( )

(B) Write three examples of secondary sources :

1. .... 2. .... 3. ....

Model Exam 3

1 (A) Complete the following sentences using the words below :

(seeds – goods – motherboard – cold)

1. Arctic zone is a habitat in which animals adapt to the .... weather.
2. The .... is an example of parts of computer.
3. Goldfinch bird eats ....
4. Food is an example of .... that we can buy or sell.

(B) Complete the following paragraph using the words below :

(metals – garbage – magnets)

Powerful .... can help separate some .... that can be recycled from other ....

---

2 (A) Put (✓) or (✗) :

1. Medical saws and hooks are from old medical tools. ( )
2. The newspaper may contain news of the weather, winds, rain or clouds. ( )
3. Polar bear has black fur to blend into snow. ( )
4. One of the disadvantages of maglev train is that it is expensive to build. ( )

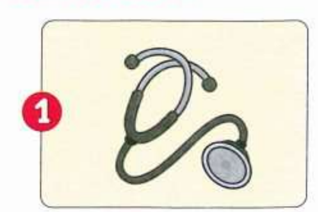
(B) Match :

1. Newspapers • a. • An example of transport.

2. Car • b. • An example of media.

3 **(A) Look at the opposite figures, then complete the following sentences :**

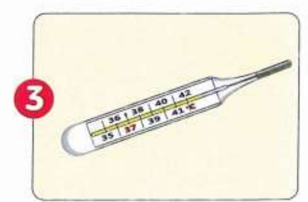
1. The doctor uses tool number (...............) to measure your body temperature.



2. The doctor uses tool number (...............) to measure how hard your heart is pumping.



3. The doctor uses tool number (...............) to listen to your heart and lungs.



4. The doctor uses tool number (...............) to look at bones inside your body.



(B) Write "input" or "output" below the following pictures that show some parts of a computer :





1. The keyboard is the .... device.
2. The monitor is the .... device.

Model Exam 4

1 **(A) Choose the correct answer :**

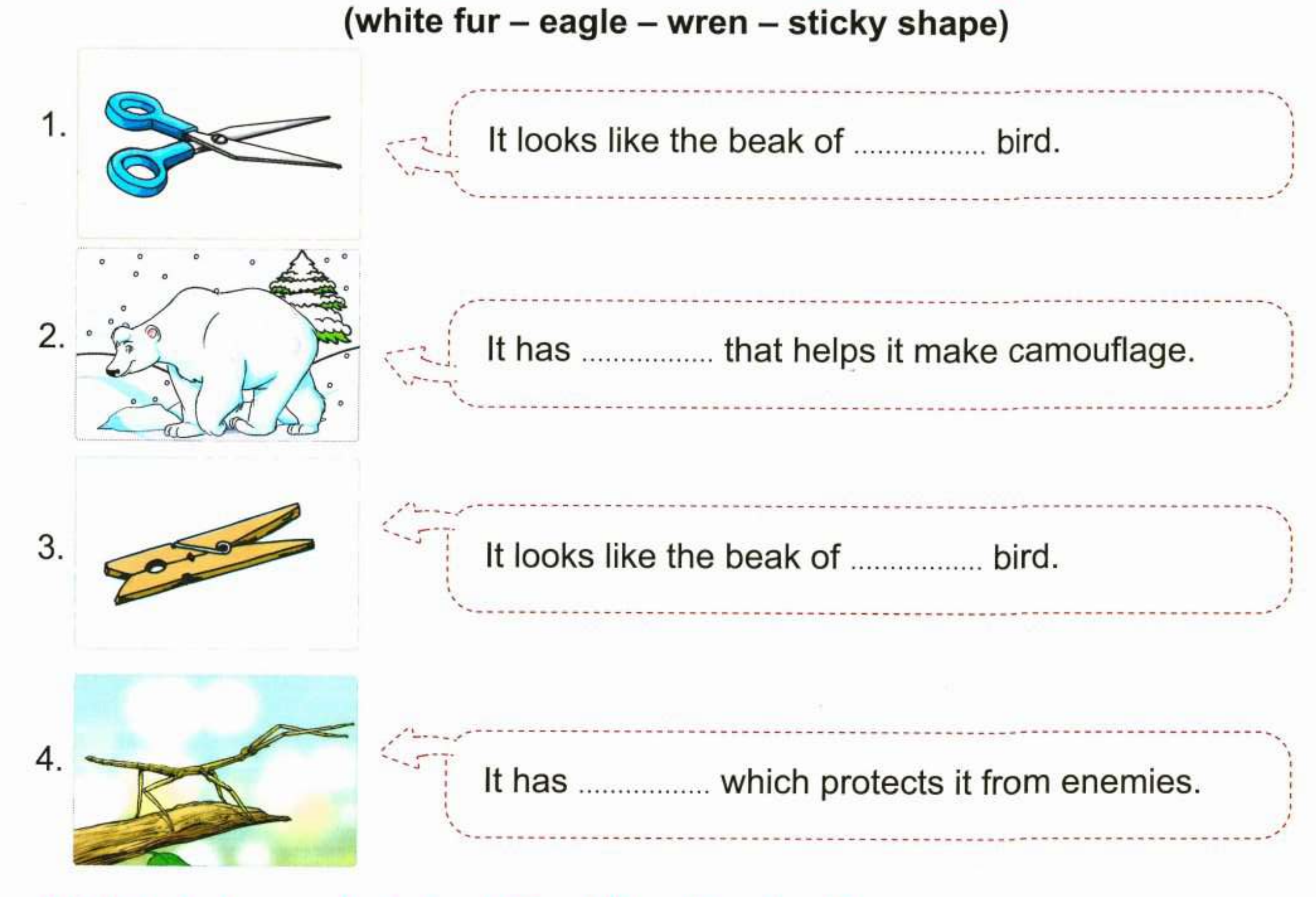
1. The sculpture of .... has a body of lion and a head of human.
   a. sphinx b. lion c. Tutankhamun
2. Magnet cannot attract ....
   a. iron clip. b. piece of cloth. c. iron key.
3. Naguib Mahfouz was a ....
   a. surgeon. b. novelist. c. player.
4. All the following are examples of media, except ....
   a. radio. b. television. c. cars.

(B) Circle the ancient Egyptian characters which worked in season of harvest in ancient Egypt.

(Farmers – Players – Writer – Transporter)

2 (A) Complete the following sentences beside each picture using the words below :

(white fur – eagle – wren – sticky shape)



(B) Write below each picture "Goods" or "Services" :

1. 

2.

....

3 (A) Put (✓) or (✗) :

1. Humans depend on their traits only to adapt the surrounding environment. ( )
2. People use money to make trade easier. ( )
3. We can get cotton from silkworm. ( )
4. Objects that are made from nickel metal can be attracted to magnet. ( )

(B) Mention one example of media.

....

Model Exam 5

1 (A) Choose the correct answer :

1. Edwin Smith Papyrus named by this name related to ....
   a. Imhotep. b. Edwin Smith. c. George Ebers.
2. Cars are from .... transportation.
   a. land b. water c. air
3. .... was a writer and a novelist.
   a. Naguib Mahfouz b. Magdi Yacoub c. Tutankhamun
4. In the computer, the part that stores long term data is ....
   a. keyboard. b. monitor. c. hard drive.

(B) Circle secondary sources from the following sources :

(Books – Edwin Smith Papyrus – Articles – Documentaries)

2 (A) Complete the following sentences using the words below :

(vibrate – technology – byline – spines)

1. Hedgehog has .... which protect it against its enemies.
2. The .... is the name of the reporter.
3. Some arctic animals may .... their bodies to keep their body warm.
4. The mobile is an example of ....

(B) What is the type of force that the football player uses to move the ball ?

....

3 (A) Choose from column (B) what suits it in column (A) :

(A)	(B)
1. The stick insect has a sticky shape that helps it	a. blubber to keep it warm.
2. Magnets are used to	b. blend in with the sticks of the plants to be protected from enemies.
3. The keyboard is	c. the input device in the computer.
4. Polar bear has layers of fats and	d. stick a note to a refrigerator.

1. .... 2. .... 3. .... 4. ....

(B) Circle the clothes which are used in hot climate :

(Short – Gloves – Slippers – T-shirt)

Model Exam 6

1 (A) Look at the opposite picture, then choose the correct answer :

1. The sphinx sculpture of sphinx is made of ....
   a. stone.
   b. bronze.
   c. gold.
2. The date of manufacture of sphinx is ....
   a. 25 B.C.E. b. 2018 c. 2500 B.C.E.
3. The body of sphinx has a shape of ....
   a. human. b. lion. c. dog.
4. The head of sphinx has a shape of ....
   a. human. b. lion. c. dog.

(B) Write the type of transportation using the following words :

(Land – Water – Air)


1. ....


2. ....


3. ....

2 (A) Put (✓) or (✗) :

1. "Exercising is a healthy". This is considered a fiction. ( )
2. Hyperloop train is too expensive and difficult to build. ( )
3. Red, green and white are from the six main colors. ( )
4. In the computer, RAM stores short term data. ( )

(B) Who Am I ... ?

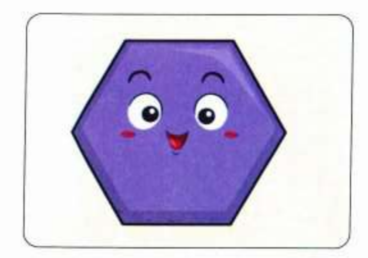
I can attract objects contain iron metal. (...............)

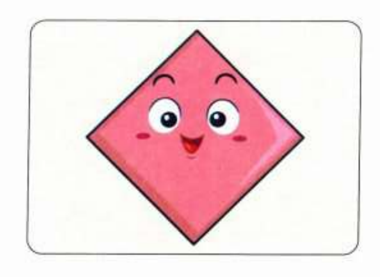
3 (A) Complete the following sentences using the words below :

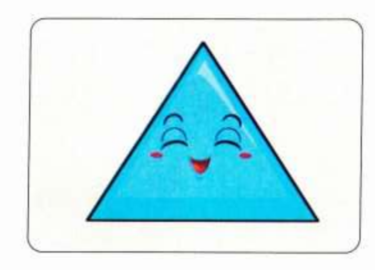
(car – trade – newspaper – force)

1. The .... can cause an object to start moving, stop or change its direction.
2. Laptop, camera and .... are examples of technology.
3. People .... with each other to get the goods and services they want.
4. A .... helps us stay connected to our community and to know what is happening around us.

(B) Write the name of each of the following geometric shapes :









1. .... 2. .... 3. ....

Model Exam 7

1 (A) Choose the correct answer :

1. In the computer, the .... shows the output.
   a. monitor b. keyboard c. motherboard
2. When new living organisms are born, they are called ....
   a. parents. b. offspring. c. moms.
3. Trains and .... are land transport which carry heavy goods.
   a. trucks b. bicycles c. ships
4. Rabbit has large .... that help it to .... and avoid any danger.
   a. spines – hear b. neck – taste c. ears – hear

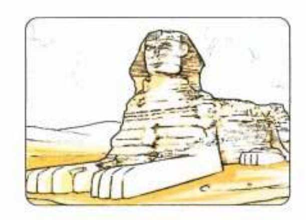
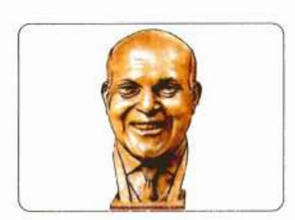
(B) Who Am I ...?

I am the title of an article in the newspaper. (...............)

2 (A) Put (✓) or (✗) :

1. Magnets cannot attract all objects. ( )
2. A newspaper may contain sports news. ( )
3. The computer system is composed of hardware only. ( )
4. Maglev train doesn't ensure a smooth and quiet ride. ( )

(B) Write below the following sculpture if it is "Modern sculpture" or "Ancient sculpture".

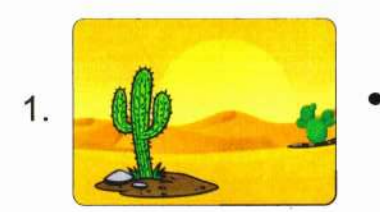







1. .... 2. .... 3. .... 4. ....

3 (A) Match each living organism to its trait which protects it from danger :

(A) Living organism	(B) Its trait
1.  •	• a. It has a shell.
2. •	• b. It has stripes.
3. •	• c. It has spines.
4. •	• d. it is very tall.

(B) Who Am I ...?

People use me to buy goods to make trade easier. (...............)

Model Exam 8

1 (A) Put (✓) or (✗) :

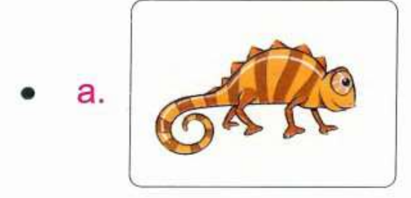
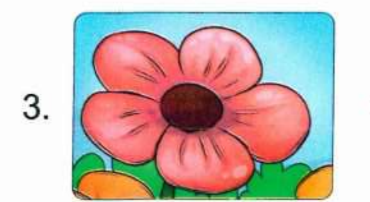
1. Gasoline car is older than cart. ( )
2. Hospitals now provide training for doctors and nurses. ( )
3. Some dartboards use magnets to make the darts stick to the board. ( )
4. Suringe is used to give shots. ( )

(B) Circle the materials which are used to make sculptures :

(Air – Bronze – Gold – Clay)

---

2 (A) Match each animal to the suitable environment where it can camouflage :

(A) Environment		(B) Animal
1.  •		• a. 
2.  •		• b. 
3.  •		• c. 
4.  •		• d. 

(B) Complete the following paragraph using the words below :

(newspaper – writing – person)

Article is a piece of .... about a topic or a .... that is included in a .... or magazine or any other publication.

3 (A) Choose the correct answer :

1. Cars and buses are from .... transport.

   a. land   b. water   c. air

2. In the computer, the input device is ....

   a. monitor.   b. keyboard.   c. RAM.

3. The means of communication with others on a large scale are ....

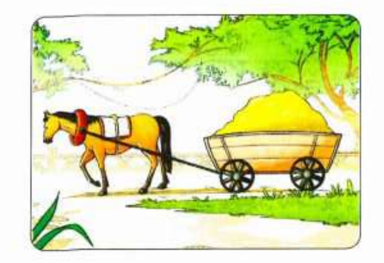
   a. media.   b. transportation.   c. magnets.

4. .... is one of the services that we can buy or sell.

   a. Food   b. Clothes   c. Building

(B) What is the type of the force in the opposite picture ?

....



Model Exam 9

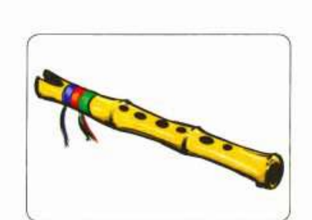
1 (A) Put (✓) or (✗) :

1. In ancient times, people used bartering. (   )
2. Parents pass on traits to their offspring to help them die. (   )
3. Magnets can attract papers. (   )
4. Archeologists study the modern things. (   )

(B) Circle the modern musical instruments from the following :

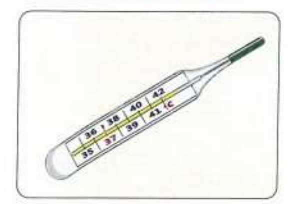








2 (A) Match each medical tool to its use :

(A) Medical tool	(B) Its use
1.  Stethoscope	a. It is used to look at bones inside your body.
2.  X-ray image	b. It is used to measure your body temperature.
3.  Thermometer	c. It is used to measure how hard your heart is pumping.
4.  Blood pressure cuff	d. It is used to listen to your heart and lungs.

(B) Who Am I ... ?

I am a type of transportation that is designed to carry one or two passengers only. (...............)

3 (A) Choose the correct answer :

1. The .... is from water transport.
   a. car b. ship c. bicycle
2. The people who write in newspaper are ....
   a. engineers. b. doctors. c. reporters.
3. The bicycle is newer than ....
   a. gasoline car. b. cart. c. electric car.
4. In the computer, the part that connects all its parts is the ....
   a. motherboard. b. RAM. c. keyboard.

(B) Complete the following paragraph using the words below :

(money – trade – services)

People .... with each other to get the goods and .... they want by using ....

Model Exam 10

1 (A) Put (✓) or (✗) :

1. Forces are pulling forces only. ( )
2. Hospitals today have an organized medical services including surgery or pediatrics. ( )
3. Magazines are examples of media. ( )
4. The timeline shows important events in order over a period of time. ( )

(B) Circle the different areas in hospitals nowadays from the following :

(Pharmacy – Workshop – Laboratory – Emergency)

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2 (A) Complete the following sentences using the words below :

(buying – iron – body – fact)

1. Magnets can attract .... key.
2. When you visit a doctor to treat your throat, this is considered a ....
3. People trade by .... or selling goods or services.
4. Edwin Smith Papyrus describes terms for .... parts.

(B) Mention one example of goods that we can buy or sell.

....

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3 (A) Choose the correct answer :

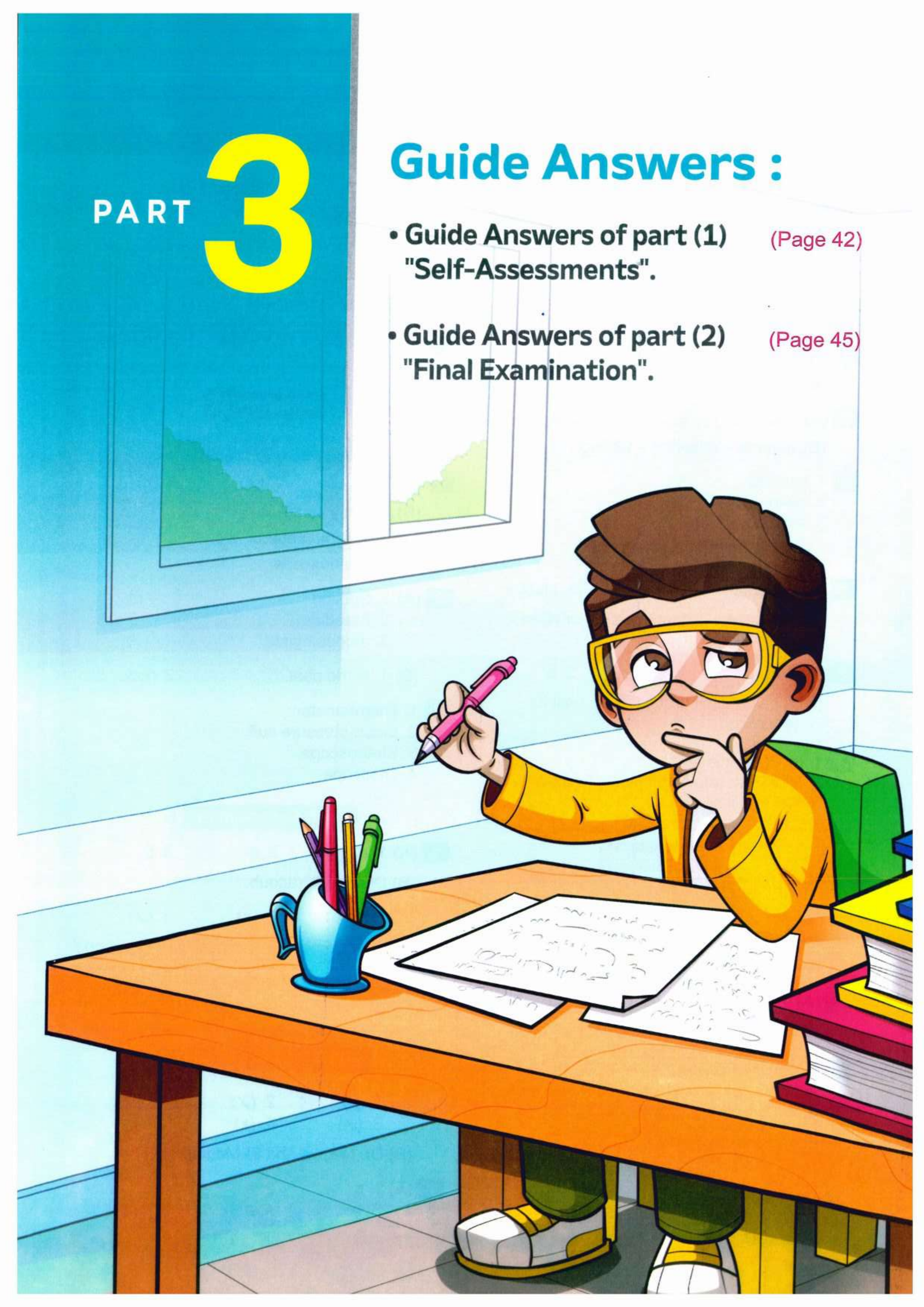
1. All the following are transportation means, except ....
   a. ships. b. cars. c. television.
2. The sculpture that has a body of lion and a head of human is ....
   a. sphinx. b. king Tutankhamun. c. lion.
3. Airplane is from .... transport.
   a. air b. land c. water
4. Hair color and .... are from inherited traits.
   a. writing b. ear shape c. reading

(B) Circle the objects that can be attracted to magnet.

Scissors

Glass cup

Key



PART 3

Guide Answers :

- Guide Answers of part (1) "Self-Assessments". (Page 42)
- Guide Answers of part (2) "Final Examination". (Page 45)

Guide Answers of part (1) "Self-Assessments"

THEME THREE
How The World Works – Origins

Chapter (1)

Self-Assessment 1

1 **(A)** 1. (✗) 2. (✓) 3. (✗)

(B) Polar bear.

2 **(A)** 1. b 2. c 3. a

(B) parents – offspring – writing.

3 1. tweezer
2. clothespin
3. scissor

Self-Assessment 2

1 **(A)** 1. source 2. traits 3. blubber

(B) Eyes color or Mouth shape or Nose shape.

2 **(A)** 1. a 2. c 3. b

(B) It has a shell protects it against its enemies.

3 1. meat of animals.
2. small fish and small plants in water.
3. fish and insects.

Chapter (2)

Self-Assessment 3

1 **(A)** 1. (✓) 2. (✗) 3. (✗)

(B) 1. Slippers. 2. Short. 3. Hat.

2 **(A)** 1. b 2. a 3. c

(B) blending – dark – light

3 1. Baron's Palace.
2. Lion sculpture.
3. Rosetta Stone.

Self-Assessment 4

1 **(A)** 1. a 2. c 3. b

(B) 1. Red 2. Green.
3. Yellow. 4. Blue.
5. Black. 6. White.

2 **(A)** 1. gradient. 2. drawing. 3. fine dust

(B) Sheep.

3 1. Rhombus. 2. Circle. 3. Triangle.

Chapter (3)

Self-Assessment 5

1 **(A)** 1. (✗) 2. (✓) 3. (✗)

(B) 1. X-ray image.
2. Thermometer.
3. Stethoscope.

2 **(A)** 1. Opinion
2. heredity
3. archeologists.

(B) 1. in the past. 2. now.

3 1. Thermometer.
2. Blood pressure cuff.
3. Stethoscope.
4. Otoscope.

Self-Assessment 6

1 **(A)** 1. c 2. a 3. b

(B) Dr. Magdi Yacoub.

2 **(A)** 1. (✓) 2. (✗) 3. (✓)

(B) Thermometer – X-ray image – Otoscope.

3 1. (S) 2. (S) 3. (P)
4. (P) 5. (P)

Model Exam 1 on Theme 3

1 **(A)** 1. (✗) 2. (✓)
3. (✓) 4. (✗)

(B) Dr. Nagwa Abd El-Meguid

2 **(A)** 1. b 2. a
3. b 4. a

(B) (1) secondary sources.
(2) having blubber.

3 **(A)** 1. rabbit 2. turtle 3. giraffe 4. hedgehog

(B) (1) Sheep. (2) Silkworm.

Model Exam 2 on Theme 3

1 **(A)** 1. training 2. suringe 3. heart 4. beaks

(B) Mouth shape – Hair color – Nose shape – Zebra's stripes.

2 **(A)** 1. c 2. a 3. b 4. d

(B) past – artifacts – places.

3 **(A)** 1. (✗) 2. (✓) 3. (✗) 4. (✓)

(B) 1. scissor.
2. meat of animals.

THEME FOUR
Communication - Connections

Chapter (1)

Self-Assessment 7

1 **(A)** 1. (✓) 2. (✗) 3. (✓)

(B) Iron nail.

2 **(A)** 1. b 2. c 3. b

(B) Magnet.

3 1. b 2. a

Self-Assessment 8

1 **(A)** 1. cobalt. 2. pulling 3. magnet

(B) Pushing force.

2 **(A)** 1. (✓) 2. (✗) 3. (✓)

(B) We can stick a note to a refrigerator with a magnet.

3 Iron nail – Iron Key – Paper clip.

Chapter (2)

Self-Assessment 9

1 **(A)** 1. b 2. a 3. c

(B) Like poles repel each other and that forms a gap between them.

2 **(A)** 1. b 2. c 3. a

(B) Airplane.

3 1. Motherboard.
2. Computer case.
3. Keyboard.
4. Memory "RAM".

Self-Assessment 10

1 **(A)** 1. (✓) 2. (✓) 3. (✗)

(B) 1. monitor – computer case
2. programs

2 **(A)** 1. bartering.
2. technology.
3. bicycle

(B) 1. Maglev train.
2. Hyperloop train.

3 Mobile (4) Pen (2)
Typewriter (3) Quill (1)

Chapter (3)

Self-Assessment 11

1 **(A)** 1. (✗) 2. (✓) 3. (✓)

(B) Newspaper.

2 **(A)** 1. media 2. reporters. 3. headline.

(B) 1. b 2. a

3 Newspaper – Internet – Television.

Model Exam 1 on Theme 4

1 **(A)** 1. (✗) 2. (✓) 3. (✗) 4. (✓)

(B) Monitor.

2 **(A)** 1. feedback 2. temporary
3. article. 4. ships.

(B) 1. goods. 2. service.

3 **(A)** 1. b 2. c
3. a 4. d

(B) 1. b 2. a

Model Exam 2 on Theme 4

1 **(A)** 1. c 2. b
3. a 4. b

(B) Pushing force and pulling force.

2 **(A)** 1. (✗) 2. (✗)
3. (✓) 4. (✓)

(B) Article.

3 **(A)** 1. It ensures a smooth and quiet ride.
2. Its speed is more than 480 kilometers per hour.
3. It doesn't need much energy to run.
4. Its speed is almost 1200 kilometers per hour.

(B) Keyboard.

Monthly Tests March Tests

Model 1

1 **(A)** 1. Fact. 2. Fiction.
3. Opinion. 4. Fact.

(B) Red – Yellow – White.

2 **(A)** 1. (✗) 2. (✓)
3. (✓) 4. (✓)

(B)

Hot climate	Cold climate
Short Slippers	Gloves Ice cap

Model 2

1 **(A)** 1. primary 2. feathers
3. spoon. 4. Earth.

(B) 1. scissor.
2. meat of animals.

2 **(A)** 1. b 2. a
3. d 4. c

(B) 1. (✓) 2. (✗)

Monthly Tests April Tests

Model 1

1 **(A)** 1. (✗) 2. (✓)
3. (✓) 4. (✓)

(B) Hard driver.

2 **(A)** 1. a 2. b
3. c 4. a

(B) 1. pushing 2. pulling

Model 2

1 **(A)** 1. bus 2. magnet
3. attract 4. monitor.

(B) 1. b 2. a

2 **(A)** 1. c 2. b
3. a 4. d

(B) Some toys use magnets to make blocks or train cars stick together.

Guide Answers of part (2) "Final Examination"

El Moasser Final Examination Models

Model 1

1 **(A)** 1. primary 2. trade
3. thick white fur
4. cobalt
(B) Turtle.

2 **(A)** 1. c 2. b
3. b 4. a

(B) Bicycle.

3 **(A)** 1. (✓) 2. (✓)
3. (✗) 4. (✗)

(B) Zebras have stripes on their bodies which confuse some bug's eyesight.

Model 2

1 **(A)** 1. c 2. d
3. a 4. b
(B) blending – colors – patterns.

2 **(A)** 1. c 2. b
3. a 4. a
(B) 1. doesn't attract
2. attracts

3 **(A)** 1. (✗) 2. (✓)
3. (✓) 4. (✗)

(B) 1. Books. 2. Articles.
3. Documentaries that contain information about artifact.

Model 3

1 **(A)** 1. cold 2. motherboard
3. seeds. 4. goods

(B) magnets – metals – garbage.

2 **(A)** 1. (✓) 2. (✓)
3. (✗) 4. (✓)

(B) 1. b 2. a

3 **(A)** 1. (3) 2. (4)
3. (1) 4. (2)

(B) 1. input 2. output

Model 4

1 **(A)** 1. a 2. b
3. b 4. c
(B) Farmers – Writer – Transporter.

2 **(A)** 1. eagle 2. white fur
3. wren 4. sticky shape

(B) 1. Goods. 2. Services.

3 **(A)** 1. (✗) 2. (✓)
3. (✗) 4. (✓)

(B) Newspapers.

Model 5

1 **(A)** 1. b 2. a
3. a 4. c
(B) Books – Articles – Documentaries.

2 **(A)** 1. spines 2. byline
3. vibrate 4. technology.

(B) Pushing force.

3 **(A)** 1. b 2. d
3. c 4. a

(B) Short – Slippers – T-shirt.

Model 6

1 **(A)** 1. a 2. c
3. b 4. a

(B) 1. Air. 2. Land.
3. Water.

2 **(A)** 1. (✗) 2. (✓)
3. (✓) 4. (✓)

(B) Magnet.

3 **(A)** 1. force 2. car
3. trade 4. newspaper

(B) 1. Hexagon. 2. Rhombus.
3. Triangle.

Model 7

1 **(A)** 1. a 2. b
3. a 4. c

(B) Headline.

2 **(A)** 1. (✓) 2. (✓)
3. (✗) 4. (✗)

(B) 1. Ancient sculpture.
2. Modern sculpture.
3. Modern sculpture.
4. Ancient sculpture.

3 **(A)** 1. c 2. a
3. d 4. b

(B) Money.

Model 8

1 **(A)** 1. (✗) 2. (✓)
3. (✓) 4. (✓)

(B) Bronze – Gold – Clay.

2 **(A)** 1. b 2. c
3. d 4. a

(B) writing – person – newspaper

3 **(A)** 1. a 2. b
3. a 4. c

(B) Pulling force.

Model 9

1 **(A)** 1. (✓) 2. (✗)
3. (✗) 4. (✗)

(B)

 – –

2 **(A)** 1. d 2. a
3. b 4. c

(B) Bicycle.

3 **(A)** 1. b 2. c
3. b 4. a

(B) trade – services – money.

Model 10

1 **(A)** 1. (✗) 2. (✓)
3. (✓) 4. (✓)

(B) Pharmacy – Laboratory – Emergency.

2 **(A)** 1. iron 2. fact.
3. buying 4. body

(B) Food.

3 **(A)** 1. c 2. a
3. a 4. b

(B) Scissors – Key.